

VOLUME VIII

The

NUMBER 8

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



MARCH, 1928



THE
ANNUAL GENERAL MEETING
OF THE
Alberta Teachers' Alliance, Inc.

WILL BE HELD IN THE
Central United Church, Calgary

First Session
MONDAY, APRIL 9th, 1928

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The A.T.A. Magazine



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VIII.

EDMONTON, MARCH, 1928

No. 8

The Unruly Member

H. R. LEAVER, M.A., STRATHCONA, ALTA.

THE introduction of an international Oratorical Competition for the purpose of stimulating the art of public speaking is the outcome of a serious condition of affairs in the human race. It would seem that the white portion of the human family are advancing in every direction of attainment save that of speaking. That is to say, that the one art which has made all the others possible is at last degenerating into a mere organ for passing the time of day.

We may, for the purpose of this article, divide the subject of speaking into two branches. The one deals with audiences which come together for the purpose of hearing a debate, or lecture, and is formal in character; the other pertains to a confined group of listeners, and is termed conversation or discussion. It is more informal than the former type.

General opinion and statistics show that both these types of expression are not so practised as in previous periods of history. When we think of serious conversation on some subject, we think of Samuel Johnson and his Club, or of the frequenters of the coffee houses of Queen Anne's time, while oratorical debate always has reference to Burke, Pitt, or Gladstone. We never mention any group of individuals belonging to the twentieth century as being expert in the conversational art, or as excelling in contentious argument. Whether we bewail the loss of this practice or not, the fact remains that we are moving rapidly towards a condition in which we neither do, nor can, express ourselves lucidly on any point; to a state where our vocabularies are dwindling, where our choice of words is becoming confined to mere shibboleths and slogans, and our sense of fitness in sound is becoming swallowed up in the crudities of slang and the ingenuities of classy utterance.

The causes of these decaying energies of speech are not far removed from our own generation, and are patent to any who observe. The first we may introduce for consideration is the scientific application of steam and electricity to travel. We move too quickly for conversation. If our procedure is by automobile, like true back-seat drivers we are more concerned with the way than the truth. In Dickens' time, journeys were long and arduous. People beguiled the way by conversation. When they stopped at an inn for refreshment, they were prepared for a two-hour wait, they all sat at a common dining table, and the courses were well interlarded with luscious and entertaining dialogue. When they started again, there was always a scramble for those seats best suited for joining in the topic of conversation. The place by the driver was always considered a choice one, for the old-time coachman was always garrulous, and had a fund of matter to dilate upon together with a wit that was enviable and stimulating. Today, the proprietors of public conveyances forbid intercourse

between the driver and the passengers. They enclose him in a compartment of his own, from which he pays attention, only to the road. The stops are short, and the meal, a silent palliative.

Economic changes have also squeezed out verbal discourse. Today, the worker possesses his own conveyance. He finds the time at his disposal all too short for his plans. He rushes with all speed, as though he desired to overtake Time himself. His entertainment is not by the way, but in arriving. Communication by verbal passages has given away to transportation through space. When hunger compels him to stop, he secures a solitary seat in a restaurant, and fills up as one does the gasoline tank. There are no common tables for eating, except where clubs or societies arrange for a banquet, and even then, the guests do not depend upon their own resources to make conversation, they engage a particular speaker to entertain them.

Economic interest is also responsible for this dearth in the art of speaking because of the increased value put upon the written word. If a man finds himself possessed of a thought worth uttering, he knows that the oral expression of that idea is not half so saleable as is the printed version of it. If newspaper reporters can get him to speak, his thought is lost to him. The Copyright Act can not protect it for him when once it has passed his lips. He accordingly rushes into print and seals his lips. He will not converse nor can he be made to discuss. The potential social intercourse has had to give place because of the wider reading public who are prepared to pay for their reading matter.

The one great result of this lack of conversation is that the human race is becoming less sociable. We have no time to talk about little matters, and the greater ones are better in print. A general moroseness is settling upon us. In the olden days there was no way of exercising our gregarious instinct except by indulging in harmless chatter about everyday occurrences with our next-door neighbor. The radio has made our neighbor superfluous, has provided us with entertainment inside our own rooms, and has peopled the air about us with talkative spirits, whose flow of oratory can be dispensed with at will.

The tendency to become individual is likewise a direct result of the cessation of social chatter. "Be Yourself", is the slogan of the day, and all the scientific machinery for communication is enabling us to attain this end. A casual aloofness is creeping upon the sense. We do not need one another. Perhaps the most glaring indication of this growing unsociability is the discontinuance of fellowship within the family group. Entertainment at home is a thing of the past. House parties are no longer the vogue, and even if assemblies of friends do come together, the inevitable dwindling of

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conversation leads to dancing or cards as a mode of creating thrills. Family discourse in gone. Each member hastens in the period of leisure to the enjoyment of his own particular thrill-maker. Even when the young folks discover an attraction for each other, they do not employ the long preparation of wooing by honied speeches, but rush with a hastened and hectic accommodation to the instincts of the marital relationship. Even after marriage, the same divided interest remains. There is no verbal communion or common fellowship; no lengthy exchange of ideas, no abiding discourse that follows a train of thought for mutual benefit.

One other reason for the decay of the speaking art is the general lack of enthusiasm for ideas and theories that have no immediate practical bearing on material life. In the last century beliefs were real entities and stirred emotional fervor. An idea was a communication that had intrinsic value, and when sent from one person to another by the speech pathway, it was understood to be of a fixed and definite value, and was consequently treasured. Nowadays science has broadened thought at the expense of depth. No one cares about a belief. We have their mere appendages in the form of ritual and ceremony. Without knowing it we worship at the altar of Reason, and reason is so intricate that

it can make the worse appear the better by a mere jugglery of terms. What is the use of discussing a matter, when all beliefs go into the crucible of intellectual interpretation and cease to be articles of profound estimation on their exit. What is the use of talking at all. "I kept silence, even from good words, but it was pain and grief to me," said the Psalmist. Men do not discuss a matter unless it is attached to a principle, and seeing that principles are going as far as their binding agency is concerned, discussion is likewise departing.

We look into the future, and we see that machinery has conquered. Man is a deaf-mute attached to a machine upon which he depends for his guidance. Science has released the human race of one of its organs, and hushed one of its senses. Intelligence has dispensed with the unruly member, and confines its attention to a silent consideration of written formulae. The stars still shine, and the Aurora Borealis throws its scintillating rays from the Pole to the Zenith; the nightingale still sings in the greenwood, and the ripple of the mere breaks the silence of the night; but Nature has lost one admirer of her charms, for man's voice is hushed, and the beauty of human speech has passed to the bourne of forgotten things

C. L. Gibbs in the Legislature

C. L. GIBBS in the debate on the Speech from the Throne spoke at considerable length on educational matters. He was impressed by the ever growing number of children who were attending school and the increasing demand for higher educational facilities. This constituted both an opportunity and an obligation. He had no desire to criticize the Minister of Education for delay in revising The School Act. The tremendous importance of securing much-needed and drastic changes justified the most careful and thorough-going revision. It was better to be safe than sorry. He believed in four-wheel brakes even, so long as we didn't discard the wheels altogether. He did trust that when the Departmental mountain had finished its labors there would not issue forth some little mouse, grey with Ontario dust and hoary with Ontario prejudice, but that we should have an Act that would really meet our particular needs and be in harmony with those progressive ideals now becoming current in the Educational world. If this were to be achieved we needed close co-operation on the part of all those who had a contribution to make towards the new school act. The teachers had given great time and thought to the preparation of suggested amendments and he hoped that they would be given a full opportunity to place their viewpoint before the responsible officials. It was rather natural that the officials should object to being distracted by outside representations, but this clash of ideas might result in real benefit to education in the province and that, after all, should be the main consideration.

He did not think that the delay in revising The School Act should prohibit all amendments at this session. There were many that were urgently needed.

In speaking of the need for publishing the regulations that govern the certification of teachers, Mr. Gibbs suggested the establishment of an advisory board along the lines of that functioning in Manitoba, which would

deal with such matters as the licensing and certification of teachers, teacher training, examinations, etc. He referred to the resolution recently passed at the U.F.A. convention condemning the piecemeal system of marking examination papers and ventured the opinion that an Advisory Board such as he had suggested would have abolished such a system long ago.

He again stressed the importance of raising the standard of Normal School training and suggested a two-year course, during which Grade XII work could be completed together with the professional training. He reminded the Minister of his previous suggestion for a Faculty of Education in the University and asked whether any decision on this matter might now be expected. He called attention to the amendment passed last year obligating the teachers to supervise the practice work of normal school students without any remuneration, and noted the discrimination that appeared to exist in this matter and wondered how the Minister could justify the payment of some teachers while others were expected to work for nothing.

He requested that the employment bureau of the Education Department should take a leaf out of the book of the Government Labor Bureau by notifying teachers of any dispute that might exist in districts applying for teachers.

Speaking of the Board of Reference he declared that it was a farce, and that the Minister knew it was a farce and that unless he were prepared to make it something else he might as well sweep it out of existence.

After making an appeal for grants to nurses in training, he concluded this part of his speech emphasizing the drawbacks of the small rural school district from every point of view. He mentioned the constant complaints with regard to insufficient inspection and supervision, and declared that this feature of our educational system simply had to be changed.

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CHAS. B. WILLIS, M.A.,
Principal Eastwood Public School, Edmonton.

IT IS rather amusing to read in The A.T.A. Magazine, the business man's idea of teachers, based on what teachers were but are no longer, especially when one has just read a news item in the evening paper, telling of a doctor who lost heavily because he signed a chattel mortgage when he thought he was signing a bill of sale; also, another news item, telling of a druggist, apparently a good business man, who lost \$140,000 in a confidence game; and in addition, one notes several notices of business men, great and small, going broke even now when times are on the up-grade. Still further is such an article a source of mirth when one knows of at least three cases of business men in one city in Alberta, who lost from \$30,000 to \$100,000 each, in a period of a few months, through confidence games. In the meantime, the trustees in bankruptcy are putting in new door sills to replace those worn out by the constant tread of business men.

It is safe to say that business men have lost more money through poor investments and absolute flim-flam schemes than all the professional and working people in the country. Few of them know much about any business except their own and in view of the fact that 90% of all businesses end in bankruptcy, it is not far wrong to say that most business men know little of even their own business. One is rather inclined to be critical of the business ability of teachers and their scientific knowledge until one becomes well acquainted with a few business and professional men.

However, it is quite correct to say that few educators have training comparable in length to that required in the majority of professions and they are, in the main, neither scientific nor progressive. The last two points apply to a large extent to other professions. Not one doctor in ten keeps up-to-date.

Teachers do not obtain better training for the very good reason that better positions and salaries are not very largely dependent on such qualifications. School boards set a price and if they cannot obtain a highly qualified teacher for that price, they take a teacher of inferior qualifications. If the Department of Education and the school boards of the larger centres let it be known that all of their higher positions were open only to teachers on the basis of training and efficiency instead of giving promotion to teachers because they were well "aged in the wood," a revolution in teacher training would be worked almost overnight. But why should teachers spend money on training when the public will not spend money to obtain such trained service. In other words, the public is getting just about what it is paying for.

However, the need for trained men in Education is at last being felt in Canada and the present question with regard to training is not "Should there be a Faculty of Education in the University?" but rather, "What and whom should such a Faculty attempt to teach?" These questions are particularly pertinent when one considers that every University Course in Education in Canada which has turned out graduates has been a dismal failure, in that not 10% of the graduates have received anything in their course that has functioned later in their work. The aim and the completion of such graduate work is the degree. One is forced to the conclusion that the courses given have been cultural not professional.

This disappointing result is due to the fact that most of the attempts at giving courses in Education in Canada have been misdirected efforts at placing courses in Education in the Faculty of Arts, as an Arts subject,—academic not professional and making it a sub-department of Philosophy which it is not, or of Psychology, which it is not. At the best, Education has been a separate department in Arts and has been a cultural, arm-chair subject, taught by cultural arm-chair lecturers whose major interest was in some other allied field and who knew little of Education except a smattering of intangible, inspirational book work.

It might be remarked in passing that Psychology is as nearly synonymous with Education, as is Anatomy with Medicine and no more so. Philosophy and Psychology are very valuable basic subjects in Education, just as Anatomy, Chemistry and Biology are in Medicine; a considerable part of the field of knowledge, of Anatomy, Chemistry and Biology is useful in Medicine, but a great part is not. Similarly, a considerable part of the field of knowledge in Psychology or Philosophy is useful in Education but a great part of it is not; in fact, well-trained psychologists are superficial from the educationist's point of view, just as well-trained educationists are superficial from the psychologist's point of view. Similarly, the engineer is superficial from the mathematician's point of view and the doctor is superficial from the biologist's point of view.

It is quite correct to say that many of our present courses in education have failed through their great desire to have students, "fiddle around with a few bits of apparatus," making experiments, of which neither the results nor the technique were of any use to the student; in fact, they were more harmful than useful because they gave the student a totally wrong idea of educational experimentation. The lecturers in these courses stop perforce just at the point where, for real practical training, they should begin. One professor stated that education was to teach pupils to think but gave no inkling how it was to be done; another devoted 58 lectures to the criticism of out-worn, useless points of view in Philosophy of Education and only 2 lectures to modern, useful ideas; while another devoted 90% of a year's lectures to explaining the construction of scales and tests, defects in tests presented and discarded, etc., about 10% of the time in administering, tabulating and scoring tests and about 1 lecture on the practical uses of tests, once the scores were obtained; this procedure was due, no doubt, to the fact that the professor had not the slightest idea himself of the practical side of the test movement.

One is forced to agree with the statement re professors of Education, "most of whom, it usually happens, hold their positions on quite other grounds than a first-hand knowledge of class-room problems. The practical experience necessary for knowledge of this sort as a rule disqualifies any individual from ever holding a University position—exceptions to the contrary notwithstanding."

On the other hand, in spite of the fact that a number of our Normal school teachers are very well qualified, probably 75% of them are very deficient in training for their work and the worst feature of the whole situation is that this applies equally as well to recent appointments as to those of an earlier date.

In other words, University professors in Education are, in the main, deficient in experience and the practical viewpoint and Normal school teachers are, in the main, deficient in training and the scientific viewpoint.

A Faculty of Education should aim to train High School teachers and administrators such as principals,



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inspectors and superintendents. Obviously, those who take the University courses will not long remain as grade teachers and even if they do, will represent such a small proportion of the whole teaching body that any attempt to meet their needs will only result in a dissipation of effort on the part of the staff and a superficial training for the administrators on whom the training of teachers in service depends. At present, very few principals or inspectors are trained and, of course, hen's teeth are commonplace sights compared with trained superintendents. The majority of these administrators do not even realize that they need training. It must be borne in mind that both experience and training are necessary and experience cannot take the place of training, nor can training take the place of experience. Both are indispensable.

Since a University course in Education should be for administrators, so-called diagnostic tests are of little use because no administrator and, in fact, no teacher has time to give and score such tests let alone follow them up. Further, our knowledge of the learning process is not sufficient to make the work with diagnostic tests of very much more than theoretical value. Supervision must depend upon the location of the class, not individual difficulties, by means of standard tests, which are not the so-called diagnostic tests, and the elimination of such weaknesses by extra effort applied to their correction. There is no royal road to teaching supplied by psychological investigation nor methods developed from such, though we can look for some results of value from research in the learning process—in about 50 years. However, the teacher should know and use, with the class and the individual pupil, the meagre data at hand along such lines. Hard earnest work directed towards class weaknesses constitutes 90% of good teaching; scientific knowledge of method, etc. 10%.

Little can be expected of a course in tests and measurements which is included in a course in psychology. Such practical work should be in separate courses under administration, with a content such as is implied in a course called "Grading and Promotions by the Use of Intelligence Tests," "Supervision by Means of Educational Tests and Measurements." In addition, there are a great many valuable courses for administrators which have little connection with either Philosophy or Psychology of Education such as County and Provincial organization, administration, regulations, etc., salary schedules, educational publicity, finance, school buildings and building programs, promotion of teachers and a great many others.

The great need is for a balanced course and a balanced staff to teach such a course. Most University staffs in Education, instead of getting balance, add to their staff more of what they already have enough. To summarize:

1. University courses should be primarily for High School teachers, principals, inspectors and superintendents.
2. They should consist of three parts, distinctly separated though well correlated, with about the same time spent on each part.
 - (a) Basic courses in the Philosophy, Psychology and History of Education.
 - (b) Practical applied courses in supervision, grading and promotions, and other class and pupil problems.
 - (c) Administration.
3. Lecturers whose focus is in the practical and educational rather than, as is usual, in the theoretical and psychological or philosophical, are indispensable.

Minister of Education's Pronouncement on Enlarged Unit of Administration

(From Address delivered before Alberta Trustees' Association)

I HAVE had particular occasion during the past year to give careful study to the system of administration because I had anticipated a revision of The School Act and in any such revision, the bringing in of a new Act, every phase of the educational activity covered by that Act should be reviewed and, to my mind, our educational problem may be stated simply in this fashion. It has just two aspects. In the first place we need to provide sufficient schools, both elementary and secondary, to take care of the needs of our people, provide them to run the full school year; and after we have done that we may sum up all the rest of the matter in this: the quality of the teaching that goes across in the school room. That of course includes what is taught, the curriculum and all the rest. I do not intend this morning to speak of the curriculum. The course of study has been overhauled again. The general committee was convened again last Easter to review the work that had been done in the schools during the years the new curriculum was under scrutiny. Certain changes were made lightening the load which had been found a little excessive and the curriculum as we have it now is substantially the curriculum under which we will be working for the several years immediately ahead of us. We cannot be constantly changing the curriculum although periodically it must change.

These are the two elements of the whole of our educational problem—the providing of the school, and the quality of the teaching which goes across.

Now when I look at the system we have, I find we are somewhat handicapped. What is it that hinders full-time operation of the school? In the first place the district may not have enough money. Districts in this province, as many of you are aware, vary in financial strength from an assessed valuation of less than \$10,000 to an assessed valuation of half a million dollars. We have laid a very unequal burden on these districts, a burden many of them are unable to carry. Then the period may be shortened because the School Board, either through indecision or inability does not secure a teacher to begin on the opening day but a month too late, or the term may be shortened because the Board lets the teacher out before the end of the term, or the term may be shortened because the teachers gets an opportunity to go somewhere else. How can we remedy that? Well, we have done something in the shape of the Equalization Grant. That reminds me in citing the progress, I think I failed to note one of the most important items but this brings me to it. The Equalization Grant which went into effect the year before last, having received the approval of this Convention, (or they at least have pronounced on the principle), has resulted in marked improvement in the period of operation. Let me again read to you the figures gathered. In 1921-22 the school districts having 160 days of operation or more constituted 68% of the total: that is 68% of the school districts had eight months school or more. The next year it was 70%, the next 72.5% then 72.7% and then 75%. When we reached the point of 72.7% I made the statement to this Convention that I thought the period of operation had lengthened just about as much as it would lengthen until something was done to provide the means for carrying on the school. It was then the Equalization Grant was put

into effect. It was in operation for only a short period during the next year, and the operation increased to 75% of the school districts which operated 160 days or over. Now after the Equalization Grant has been in operation for the full year of 1926-27 the figure has gone from 75% to 90%, which is a definite advance over the previous years. 90% of all our school districts operated over 160 days or more.

How are we going to equalize this burden of taxation to provide sufficient schools? That is the problem which confronts the province at the present time. It is certainly inequitable to lay upon one district an obligation to operate two hundred days when they may only have \$10,000 assessment, and another district \$500,000. Why should we tax one man, 40, 50 or 60 mills on the dollar, and another man 3 mills to provide the same education? Let me state it again: Take the case of two men, neither with any personal interest in the school, men who do not need the school for themselves or their children, or men who do not believe in a tax supported school anyway, but believe if a man has children to educate he should pay for it. This man says, "I do not believe in this school." But, we say, "That is all right; it is of so much importance to the State and all the people, including you, that all the children in this day of democracy and universal suffrage should have a degree of education that we are going to tax you to pay for it." That far it is perfectly just and right, but is it fair to this man here to say to him, "We will tax you 50 mills on the dollar to educate other peoples' children", and to this man, "We will tax you only 3 mills". When we have done that we have done a great and crying injustice to that man.

Now when we come to secondary education we find a great problem confronting us. We have been trying to get pupils through the 8th grade and the more who succeed in passing the 8th grade the more we will have who want the 9th grade. I do not deplore this; I welcome it, but it presents a problem. The number of rural school districts having secondary pupils increased by 41 over last year. There were secondary pupils in 865 rural schools. Now we have been trying to meet this problem—well I can scarcely say that, but what we have been doing is this; we have been urging the rural schools where there are pupils, if at all possible, to offer this extra work. The scheme is not entirely satisfactory because in a good many school districts where there is only one teacher it is impossible to handle grades from 1 to 8 without neglecting the elementary classes for which primarily the elementary school exists. When pupils had to go from the rural regions into the towns and villages in the earlier days they were welcomed, and in the later days they were tolerated, and in the present day they are felt to be a burden because of the increased numbers. Edmonton reports 232 High School pupils of non-resident parents. Some of the villages have reported as high as 46% of outside pupils in their High School class rooms. How are we going to meet this?

We have had on the Statute Books for some time, provision for Rural High Schools. This system is all right, it works well, and during the past year four were organized, making a total of nine rural high schools, but they are not spreading fast enough. The human factor enters in. A will say he will not vote for the additional money to provide the High School if you will have it in A centre, and B will say that he will vote for it if in B centre, but not if in A centre. That is what we are up against in trying to establish the Rural High School. If we leave it to local initiative, these

schools will spring up one here and another there and the distance will be too great to take care of the territory but there will not be enough room for a third. That is exactly what took place in placing the elementary districts and one of the chief joys I have is the adjusting of the boundaries of these districts. Many of you know what a nice time I have doing that and in districts already established, where land has been in these for a long time, we have to take part of this and part of that and shove the boundaries out to take care of education. In solving the educational problem I am afraid if the rural high school is left to local initiative that they will not make a job of it.

How are we going to solve that problem? Is the local unit, the rural unit able to supply secondary education? That is our only unit today, the local unit. Can it do it? Obviously it cannot do it. I say, surveying our whole field, the machinery we have today is not adequate to cope with the situation. I expect you will agree with me in that.

Coming to the second phase of educational activity, assuming we have got the school established, how are we going to improve the quality of the teaching? What impairs it today? Well, in the first place the immaturity of the teachers (which applies mostly to rural districts), due to the fact that people drop out of this profession so fast that we must shove in at the bottom about seven hundred every year to keep the machine running. Then the weakness of our teaching is due to our inability to attract and hold the kind of people we want to do this job. This is due to the lowliness of the pay, to the slowness of the pay, to the uncertainty of the pay and to the fact that rural teaching offers no future to any man. There is no promotion; no advancement. How are we going to get our rural schools staffed by the kind of people who can *put it across* in these schools? I do not think the difficulty is that the school boards are not willing to have superior teaching, even if we had generous school boards—even if we had boards that are as competent as the most competent boards—we would still be largely in the position we are in today in this respect. It is not that the people are not willing to pay for good teaching; it is rather this, that we are all—school trustees, teachers, the Department of Education—the victims of the system which we have inherited, and in the very nature of the case we just scrape through. How can a school district pay much more than the going wage for a teacher? How can school districts know that a teacher who has had fifteen years' experience is so much better than one who has had two years' experience, even if they are willing to pay what a man ought to receive after he has been fifteen years in the profession? What school board could last if it wants to pay \$2,000 for a rural teacher when pretty good teachers can be had for \$1,000? It is the system. How can we ever have rural teaching with the right influence as long as the profession of rural teaching is as haphazard as it is now. The position of the rural teacher in many instances is not a very happy one. She is the victim of local quarrels and jealousies—unavoidable so. The teacher is not able to maintain that degree of independence and self-respect in many instances which we want our teachers to maintain. The School board and the community does set an estimate on the individual in accordance with what they are able to earn. The world is not right in this, Mr. Chairman, the world is not right in this. The people who have conferred the greatest benefits on mankind are not those who have drawn the greatest money. The great names of history, those personalities which stand out in the path of history as the great

beacon-lights of mankind, are not the people who were well rewarded in a material way. Posterity has given them their true place but they did not achieve it in their day. We do generally estimate people by the amount of money they can draw, and there is a rude justice in it, but it falls far from being discriminative. How can that be remedied? It will never be remedied as long as we leave our machine exactly as it is. Every student on the subject of school districts is forced to this conclusion, that the small local unit cannot function effectively, or as thoroughly as a larger unit. This has been realized in Great Britain where they have adopted the county system; it has been realized in Ontario where Premier Ferguson is advocating the township system; it has been realized in various parts of the United States where the county system has been adopted. It is realized by many people in Alberta where many are advocating the municipal district as the unit of the school district. I have not the slightest doubt that we are going to come to the point in Alberta where we will realize as a people that we have got to change our system in order to give the rural districts a chance to be what they ought to be. I do not intend this morning to attempt a lengthy discussion of the various systems which might be adopted, but I have cited the municipal unit and will say a word about that.

The municipality as a unit would be an improvement on the local school district. I have not any doubt that it would be an improvement on the local district but—if we are going to make a change—it would not be as great an improvement as a larger unit would be. What we want to effect is a greater security. We want to make the teaching profession the kind of a job a man can undertake and say, "I like rural teaching, I like the rural people, I like the work and I see before me a prospect of continuing in it under surroundings that make it possible for me to hold up my head as a citizen and live my life as a teacher and instructor of youth."

In these rural communities we want to bring that about.

The Municipal District in my judgement is too small to effectively take care of this situation. There is just as great divergence in financial ability between the municipalities as between the local school districts. That will not solve the financial problem. It will equalize the burden over certain municipalities, but there is just as great divergence between municipalities as between school districts. We want to provide supervision for these teachers, but to have these benefits we need to provide a larger unit, and it is only when we have the larger unit that we will be able to put into practice the measures which are necessary to bring about this reformation. There would need to be a larger unit so we could have a graded schedule of salaries. We want a graded schedule of salaries, one taking into account the scholarship, the experience and the efficiency of the teacher. If your municipality is prepared to do that all well and good, it will be accomplished. If they do not wish to do it, it will not be accomplished. We need also supervision. We want to be able to keep the young teacher under trained expert supervisors so they may be strengthened in their work and brought up to the standard in their work, and if they cannot qualify and come up to standard they need to be dropped. What happens today? Here is a teacher who does not get along very well and at the end of the year the Board calls for the termination of the contract. It is quite smooth. She did not do good work, and this district puts its hand in the hat and

draws again and prays to God it will have better luck. We will assume it did have better luck and got a splendid teacher but the teacher who has just left did not want to stay any longer anyway. She has had all she wants of that place. She simply moves fifty miles and carries on again, and while this school is a little better off, the rural schools of Alberta are in the same position as they were a year ago and so we can go on year after year *ad infinitum*. If the municipalities could provide efficient supervision it would be a very fine thing but they could not do it and it would not be done. The municipal districts have been blocked in 18 mile blocks regardless of everything. The life of Alberta has not developed that way, the children do not spread that way over the country; the educational needs of the Province are not spread that way. There are limits to the large working out of the Municipal School idea, and then again there is this possibility: As you are aware, the whole field of revenue and taxation in this Province has been under study for some two years under the Chairmanship of Dr. Tory. I think I might not be going out of the way although his report is not yet tabled if I say he will probably recommend to the Government the advisability of the county organization making the municipalities correspond somewhat to the townships of Ontario, but placing a group of municipalities in a county. This would give us a larger unit and I maintain the larger the unit the more effective will be the unit for working out our problems of educational administration. It is quite possible we might take the county system or, providing that the provinces were to be organized into counties, we might take the county unit for school administration. That I believe would be an improvement and a great improvement over the municipal unit.

Then there is another possibility: We might leave the local district just as it is today with its boundaries, the local school board with all the powers and duties it has at the present day, the trusteeship of the buildings, the responsibility for debenture payments, the care of the heating and the upkeep of the building, the powers it now has of discipline, of supporting and carrying on the local district, relieving it of the duty of supplying the teacher, of paying the teacher and of making a levy. We might throw all the original districts of Alberta into one field say for the purpose of supplying the teacher, putting over 40 or 50 school districts a director who would be responsible primarily for the placing of teachers in charge and for supervision of their work. Such a director would soon know who were the capable teachers able to carry on, and to whom he would not need to devote too much time, and he would know the young teachers and would know their difficulties and he would be here to-day and at the next school to-morrow telling this teacher where she was falling down and how her methods were not quite right, and a week later he could come back and look in on her again and see if she was capable of carrying out these suggestions. Under such a scheme we would leave the local districts just as they are with local boards, but we would spread over all the rural districts an even mill rate. Under such a scheme I would not suggest it would be a proper thing for well-to-do districts to carry the load of the poorest rural districts, because obviously it is quite as much the obligation of the urban municipalities to

assist in the education of the outlying districts. There are, for example, in the Peace River, districts where the assessed value is \$10,000. It is just as much in the interests of the citizens of Edmonton that education should be possible in that school district as it is for the citizens in Clover Bar out here, so under such a scheme it would be equitable that the province as a whole should put into the consolidated rural fund a sum sufficient to make up the deficiency of that local district. For example, the average total assessment of rural school districts in Alberta is \$113,333.33. Now the amount which would be required to provide a teacher there is so much. I would say that the Province as a whole should put into a consolidated fund, for every one of these districts which come under the average, a sum sufficient to bring it up to the average, then for the balance we can levy over all the rural districts of Alberta an even rate sufficient to pay the teacher's salary, sufficient to provide for proper, efficient, supervision for every forty or fifty schools, sufficient to establish a salary schedule which would recognize the three factors I mentioned—scholarship, experience and ability. Under such a scheme there would be no short-term schools. Every school would begin on the first day after Labor Day, barring accidents. There would be no deferred salaries. Every teacher would get his salary regularly at the beginning of the month; there would be no leaving the job for frivolous reasons, and there would be no teachers forced to leave for frivolous and unworthy reasons. Under such a scheme I believe we could build up a teaching staff which would be able to do the kind of teaching we ought to have. If we can once, for a single generation, get all these schools in the hands of bright-minded, capable, earnest teachers, possessed of a wide-world outlook, and moral earnestness and ability, trained to teach these rural schools, the whole tenor of society would be immeasurably raised in a single generation. There is no question about that whatever. I say under the system we have here that can never be done, however earnest the individual boards may be, because the system itself makes it impossible. How could we have gained commercial efficiency without joining together all forces and the organization of great companies to bring together the efforts of different individuals. How could we have an efficient transportation system if left to a thousand different transportation companies in this country. Business and industry in these modern times has had to concentrate. It has centralized for greater efficiency, and in the competitive economic world the uncentralized, because of inefficiency, have dropped off. Even the strongly individualistic farmer who, by nature and experience is an individualist, planning his own work all the time, has been forced in these modern days, because of changed conditions, to give up to some degree that independence, has been forced into a pool in order to efficiently do unitedly what the system made impossible for him to do individually. The time has come in Alberta when we must do for education something of the same nature as has been done in industrial methods, and methods of transportation, and what the farmer is doing for himself in the marketing of his wheat. We have to realize the system is not perfect and must be changed; everybody realizes that. The Board says it is the teacher, and the inspector and the Department, and the teacher says it is the Board, and both together say it is the Minister; so we are all victims of the system. You might as well expect the manager of the United Grain Growers, or the Alberta Pacific Grain Company, to efficiently buy, handle, move and sell

grain when everyone in these local houses is controlled by the local board, and engaged by the local board who bought wheat of the Board, as expect the Minister of Education to bring about a maximum of efficiency with 3,000 local boards controlling individually the placing of their teachers. We want to use what we have. I have no use for the farmer who has always got to throw away his machinery. The trouble probably in that case is with the man. The fellow opposite him can do good work and get in three hundred acres while this fellow fusses with his machinery, but of course there comes a time where you have got to get a new machine, and we are there to-day.

That is the problem we are up against for elementary and secondary schools. This old system we have was a good system with little school districts. It has been one of the most magnificent institutions the world has ever had, but it was the first crude machinery designed to give effect to the new idea—tax-supported schools.

In the beginning in the old New England States, the local school meeting hired the teacher, fixed the salary, did everything in open meeting, then gradually these powers were delegated to a committee and became the school board of to-day. In Alberta the school board is everything. The ratepayer is very small potatoes in school affairs. What can he do? Only two things: he can vote for a trustee once in a year, and he can vote once in a lifetime perhaps as to whether or not you shall float debentures. These are the only powers the ratepayer has and I am not saying I disagree with them. All the people cannot be deliberating on these questions. You must have an executive. Gradually the interest and the public sentiment about schools grew, and gradually the State took on more and more direction, until to-day in Alberta, the State does not leave it to local option, but it is universal. There is compulsory taxation and the State says where the school shall be established, and the type of building that shall be erected, what class of person shall be engaged as the teacher, and the minimum salary he shall receive.

As I said before, I had expected this year to bring in a new School Act. As I got deeper into this question and saw the nature of the requests for reform, the nature of the amendments wanted, and all the various phases of this problem, I simply came to the conclusion that we would have to rebuild the system we have inherited for a hundred years gone by, and came to the conclusion there would be no new School Act this year; that there was no use bringing in a new School Act without going to the fundamental problems involved in bringing about the reformations we want to see.

I hope the trustees will give this their best thought and that your Convention will bring forth fruit. I would just say in conclusion: "Let us not turn a prejudiced mind to the suggestions for something new. Let us give it our best thought, not letting little considerations determine our judgment, and let us not be in too great a hurry to pronounce all new things as wrong, because they are new. The time for hay wire is past; we need a new machine."

STUART BROS.

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Silent Reading 1.

By CHAS. C. BREMNER, M.A., INSPECTOR OF SCHOOLS,
MACLEOD, ALBERTA.

I HAVE chosen Silent Reading for my topic to-day, because I believe it to be the subject about which least has been said to the teachers, and because it is a subject of paramount importance. While it has existed for some time in Educational theory, it is only recently that Silent Reading has been inculcated in Educational practice. This is, of course, only to be expected; but, while we have adopted this subject officially, we are making comparatively little progress with it in the classroom.

We know, beyond doubt, that our teaching of Reading is *not producing the results* that we have desired and expected of it. Experts tell us that the *reading of pupils is inexcusably slow and laborious*, and to corroborate this statement, they have the findings of many scientific experiments. Everywhere we hear the complaint that pupils, particularly in the upper grades, *lack the ability to study for themselves*; that they are deficient in the power to take books in the content subjects such as History and Geography, read the pages, glean the thought, and reproduce it. If they are unable to do this within reasonable limits, then *our methods of handling Reading must be at fault*, for it is a postulate that, "Reading is the basic instrument by which we penetrate the stores of information contained, not only in every phase of the curriculum, but in every topic that has been the object of human study." This information is locked up within the printed page and can be reached only through the medium of Reading. It is only through reading that we can study. Therefore the pupil's silent-reading efficiency and his efficiency in study are inseparable.

If a pupil is able to go through the process of reading, yet unable to comprehend the thought, then the very objective of all our teaching of reading has not been reached. We are forced to admit that such a condition frequently exists, consequently, it is necessary for us to revise our ideas regarding reading instruction.

It is the *business of reading instruction* to train the pupil to apply his reading ability to the problem of learning how to study, and to *enable him to gather the thought from the printed page*. At first we must teach the pupils how to read, but learning how to read is not reading. The purpose of reading cannot be actualized without a mastery of the tools. *Drills, phonics* and all other mechanical phases are necessary and must precede the reading, but they should be kept largely separate from the reading lesson. *Reading is not the study of letters, sounds or words*; it is not articulation, enunciation, or pronunciation, these are only means to it;* it is not a mere word recognition, or the acquisition of a vocabulary. *Reading is the search for ideas* and has to do with interpretation. Primarily then, the purpose of all teaching of reading is to produce the ability to interpret the printed page with accuracy and reasonable rapidity.

Therein, seemingly, lies the defects in our teaching of this subject. We are dealing faithfully with the mechanical side of Reading, but are losing sight in the daily grind, of the ultimate goal for which we are working, that is the power to grasp the thought in that which is read. *We are not paying enough attention to interpretation*.
*Briggs and Coffman.

pretation, to finding out what the children know about the material covered, or the time it has taken them to cover it.

In the average oral reading lesson the teacher demands a good basis in phonics, gives a drill on the hard words, insists upon correct enunciation, pronunciation, and smoothness, but does not insist upon any clear comprehension or upon any increase of speed. This is a great mistake and unwittingly fosters poor habits of study and very superficial powers and habits of reading.

We may safely say that this accounts to a very appreciable extent for the inability of senior pupils to study for themselves. They have not had sufficient training in absorbing facts, weighing them, organizing them, drawing conclusions, and reproducing them for the benefit of others.

While reading may be divided on several bases, it falls naturally under two headings, Oral and Silent. In both types careful training should be given to the *thought getting process*, for reading without comprehension is much like speed in arithmetic without accuracy. The general method employed in *Oral Reading may be improved in three ways*. In the first place the *new and useful words* encountered should be taught far more thoroughly, in order that the pupils may acquire so great familiarity with them that they may be able to place them in their working vocabularies. Scientific Educationists maintain that as usually employed, oral reading does very little to increase the pupils' vocabularies. In the second place, far *greater check* should be placed upon comprehension, and more training given in thought getting. In the third place, *closer attention should be given to speed and smoothness*. As it will be pointed out later speed is a very important factor and it ought not to be sacrificed to expression except in exceptional cases such as poetry. Observance of these three things will do much to improve our Oral Reading.

In considering *Oral versus Silent Reading* we should first determine the advantages, disadvantages, and legitimate field of each. I have found that very few teachers are seriously grappling with the problem of teaching the latter. They are either bound by the old habits of oral work or they are unacquainted with the technique, methods, aims and possibilities of Silent Reading. The latter is the chief reason. Fortunately it is just as easy to handle as the Oral, and in many respects it contains far greater potentiality. Moreover there need be no conflict between the two, for each has its definite field and value.

There are several reasons why we should teach Silent Reading more.

1. *Silent Reading beyond the early grades is a faster process than Oral*. In the primary classes a pupil is able to say words faster than he is able to recognize them; the muscular organs of speech function faster than he is able to interpret the symbols. Remember that in oral reading, no matter how rapid the rate of recognition may be speed is limited to the rate at which the vocal organs will work. Silent Reading knows no such limitation. At about the end of grade three, the child's rate of word recognition becomes greater than his rate of vocalization, hence he is able to read more rapidly silently than orally, and this difference in-

creases quickly until in grade VII, rate of word-recognition is double that of articulation. The end of grade III or the beginning of grade IV is thus the turning point where silent reading becomes the more valuable process and should receive the greater emphasis. Increasing amounts of time should be devoted to it as the number of the grade increases, and unless this is done the pupils will not finally acquire the speed and efficiency that nature has made possible for them.

2. *Greater comprehension is secured when reading silently.* Various experiments carried out by Meade, Pintner, Gilliland and others, prove conclusively that pupils can reproduce more extensively and accurately when they read silently than when they read orally. We can thus see that silent reading realizes to a greater extent the aim of reading.

3. *Most of our reading in after life is done silently.* Outside of the schoolroom most individuals use oral reading very little. On the other hand most persons use silent reading daily. Therefore, the ultimate training outcome of reading instruction is the development of efficient silent readers rather than oral readers. Facility in silent reading is of first importance, while training in oral reading as an end in itself is of only secondary importance.

There are occasional situations in life when most individuals need to be able to convey the thought or feeling to an audience of one or more persons through oral reading. Training in ability to convey meaning to others through oral reading is therefore an important

aim of the reading instruction.* In this respect oral reading has a value as an end in itself.

4. *Too much emphasis on oral work produces habits of slow inefficient reading that persist throughout later years.* Huey says: "Doubtless many of us dawdle along in our reading at a plodding pace which was set and hardened in the days of listless poring over uninteresting tasks or in imitation of the slow reading aloud which was so usually going on either with ourselves or with others in the school."

In the first three grades the greater part of the reading must of necessity be oral, but Silent Reading should be begun in grade I. In these early grades the mechanics of reading takes a large part of the time, and moreover, the development of smooth rapid Oral Reading, in these grades is laying a good basis for later efficient Silent Reading. If it is properly taught no damage can be done for mature Oral is a more advanced stage than immature silent reading.

Poetry belongs essentially to the oral field as its values are chiefly auditory. There are also many prose selections that are distinctly literary in type and that should be taken orally. In giving training in the use of the voice and oral expression, in testing comprehension and vocabulary development, for entertaining the class, and incidentally in many lessons oral work may prove to be of value. But the returns that it gives do not warrant its receiving the emphasis that we usually bestow upon it in the intermediate and upper grades.

* Stone.

Local News

RUMSEY

The Rumsey local was reorganized on February 25th with Mrs. S. Dyer as President and Miss M. Wilson as Secretary. A total membership of ten is expected.

NEWS ITEM

Miss Jessie Miller, exchange teacher from Motherwell, Scotland to Fleetwood School, Lethbridge, spent the week of the Banff Winter Carnival at Banff. She reports a very enjoyable week at the famous mountain resort. The Lethbridge School Board kindly arranged for supply for her room during her absence.

CAMROSE NORMAL SCHOOL LOCAL

On Friday February 10th a meeting of the Camrose Normal local branch of the A.T.A. was held. There was a large attendance and the members of the temporary executive, elected the week before, were confirmed in office. A press correspondent was also elected. At this meeting thirty-one signed up as members and a large number expressed their intention of joining at an early date. It is expected that a large percentage of the Normal students will become members before long.

WOSTOK LOCAL

The first meeting of the Wostok Local for 1928 was held on the week-end of Saturday January 14th at Wostok school residence. The officers of the past year were re-elected. The personnel being as follows: Hon. Pres., Inspector Wilson; Pres., A. B. Bennett; Vice-Pres., J. Hominuk; Sec.-Treas., S. Chidlow; Social Committee, C. J. McNamara, L. M. Chidlow and A. J. McDonald.

After an outline of the coming year's business, given by the President and heartily endorsed by all, an adjournment was moved and the members partook of a turkey supper followed by an enjoyable evening at cards.

Correspondence

DEAR MR. BARNETT:

To people not fully in touch with Alliance matters, the list of members of the Calgary locals published in the January number of the A.T.A. must have been very misleading. There are probably few people outside Calgary who would remember that a few years ago the A.T.A. Constitution was amended to permit the Calgary Alliance year (or that of other locals desiring to change) to run from January to January. The Calgary Public School Local availed itself of this permission and has ever since collected fees on that basis.

Consequently, the names of a great many very faithful Alliance members who had paid their fees early in 1927, do not appear in the list published in the A.T.A. Outsiders reading the list (because some outsiders did read it and comment upon it) were to be excused for thinking that Calgary had a very small Alliance membership. Perhaps this explanation will make the matter clear.

I enclose with this, the first list of our 1928 membership. A number of good members have not yet sent their fees to the secretary. Their names will appear in the next list. And then I think it would be only right to devote a page or two of the magazine after that to a sort of symposium: "Why I do not join the Alliance" and invite contributions to that page from our permanent non-members. Since they have no magazine of their own, it would be a friendly act on our part to offer them the hospitality of our pages.

Yours sincerely,

ANNIE CAMPBELL,
Chairman, Membership Committee
C. P. S. Local.

(N.B.—The Calgary Public School Local list of paid-up members for 1928 appears elsewhere in this issue.—Editor)

Problem-Solving in Arithmetic

M. E. LAZERTE, Ph.D., UNIVERSITY OF ALBERTA.

IN the testing of attainments in arithmetic more attention has been given to the mechanical phases of the subject than to the solving of problems. The four fundamental processes have been analyzed in detail, the typical errors for each operation have been made known, and timed drill devices have been arranged to utilize the information gathered from the analyses. Relatively few investigations have been concerned with the analysis of problem-solving ability or with the diagnosis of difficulties encountered by pupils when they attempt to solve problems. In the writer's investigation to which reference will be made in these articles, the main emphasis was placed upon diagnosis of the difficulties of individual pupils. Errors in written exercises are easily located but not surely explained, while errors in mental processes are not even reflected in the written work. This report is based upon an investigation in which the pupils were tested one at a time on both oral and written work, and in which intensive questioning and experimentation, supplementing the usual problem-solving procedure, revealed many underlying deficiencies that ordinarily would have passed unobserved.

The subjects who served in the investigation were from Grade III to university graduate level, but the major part of the study centered around the work of pupils of Grades III to VII of the elementary school. These pupils were reported by their teachers to be having much difficulty with arithmetic. In intellectual capacity they varied widely. Some were dull, many were normal, and a few had ability that was quite above average. Various steps in the investigation will be explained as the occasion arises. At this point we shall consider the errors and deficiencies found in one hundred and ninety-three solutions.

The actual errors in the written solutions numbered 233, but in the supplementary questioning, another 1243 deficiencies were discovered. It is worthy of note that we have proof here that the written solutions do not tell the whole story concerning a pupil's difficulties in problem-solving. Of the total 1476 errors and deficiencies only 233 could be detected in the written exercises. In ordinary seat work and class assignments these 233 errors would be the only ones detected by the teacher. Our contention is that to give real assistance to the pupil a teacher should know much concerning the 1243 deficiencies in the thought processes because they are the more fundamental and reveal the nature of the pupil's thought habits.

The 1476 errors and deficiencies were due to the following causes:

A. Attitude:

1. Lack of confidence.
2. Inattention.

B. Analysis:

3. Unsatisfactory wording of problems.
4. Difficulty with the language of the problem.
5. Inefficient reading of the numbers.
6. Presence of technical, mathematical terms.
7. Confusion caused by large numbers.
8. Lack of business experience.
9. Meagre and incomplete associations for quantitative and descriptive terms.
10. Inability to analyze problems into knowns and unknowns.

11. Analysis not carried to subordinate ideas.
12. Failure to see relationships after the analysis is complete.
13. Lack of visual imagery.
14. Inaccuracy in the use of graphical aids.

C. Method:

(a) Selection of the correct method.

15. Incomplete notions concerning the meaning of the fundamental operations.
16. Guessing.
17. Trying to find familiar forms of solution.
18. Using type forms that are not understood.
19. Procedure based on some clue given in the problem statement.

(b) Applying the method selected.

20. Relationship is understood but it cannot be expressed in logical form.
21. Wrong use of equations.
22. Formulæ not known.
23. Wrong denominate number facts.
24. Confusion due to the writing involved.
25. Operations performed in the reverse order.
26. Meagre knowledge of the number system.
27. Items improperly labelled.
28. Copying wrong digits from one step to the next.
29. Results not checked.

D. Generalizations:

30. A specific example could be solved but the generalization was not understood.
31. A generalization was committed to memory but could not be applied.

If these 1476 errors and deficiencies are of only thirty-one types, may it not be that in the work of the regular classroom the seemingly unending list of mistakes is but the expansion of a number of similar basic errors? The purpose of our diagnosis is to discover the main fundamental types of errors. The purpose of further experimentation if this list were complete, would be to determine the more significant of these types. There is some evidence that many of the common errors in problem-solving in arithmetic could be eliminated if a number of the component abilities were developed. Do we ordinarily deal too exclusively with particular problems? Could certain general features be isolated, which pupils could be *trained* to understand, recognize and apply? Is it not possible to develop ability in problem-solving?

The type of diagnosis followed and the nature of the information obtained are illustrated below for difficulty number 15. The oral questions were: (1) When should you add two numbers that you find in a problem?; (2) Give me a problem with two numbers in it that you should add to find the answer; and (3) to (8) inclusive which refer in the same way to subtraction, multiplication and division.

In explaining the meaning of addition, some subjects said that they added when they wanted to find a total, some said that they would add when they wanted to find the cost of two or more things, a few said that they added when they were given adding questions, and two subjects said that they added whenever they wanted to get answers. One subject who had been told that multiplication is a short form of addition (which it is not), said that he added when he wanted to multiply. It is evident that many pupils have not isolated the

essential feature of all adding situations. Each pupil has his own peculiar notions regarding the various operations.

When asked to manufacture a problem in which addition was demanded, the subjects gave problems that indicated clearly the incomplete notions they held concerning the meaning of the operation. One subject of Grade IV. gave this example: "Jean got a coat for \$25 and a hat for \$5. How much did she spend?" showing a clear understanding of the situation and of its treatment. The same understanding accompanied by less facility in the use of English prompted the problem, "If Mary is 10 years old, and John is 5 years old, how many years are both together?" In the thinking of another Grade IV pupil the series idea was uppermost and the idea of summation took second place. He offered as his problem, "I bought 25 cents worth of candy, 75 cents worth of pop-corn and \$1 for a pair of stockings." An answer-seeking pupil said, "I bought a stick of candy for 6 cents, a dozen pencils for 15 cents, and a bottle of ink for 15 cents. Find the answer." Two subjects of Grade III. said they would add in the problem, "If Bill had \$5 and Jack had \$11, how much more had Jack than Bill?" Another Grade III. subject knew little about addition and gave as his problem, "If Jack went to the store for 25 cents worth of oranges and Mary went for 12 cents worth of oranges, and the oranges are worth 10 cents apiece, how much more would Mary get than Jack?" When this last subject met the adding situation in another problem, he proceeded to subtract.

All pupils referred to above were able to add accurately two numbers such as 57 and 69, when they were requested to do so. These pupils had been in school for three, four or five years and had acquired the ability to associate 7 and 9 with 16 and to connect 7 and 5 with 12. Incidentally they had formed varying notions with respect to the meaning of the operation. In many instances the records show that, having learned to perform the operations of addition and subtraction, pupils were quite at a loss to know which operation was demanded in a given example. When given the problem, "Alice has saved \$3.28. How much more must she save before being able to pay \$4.95 for a doll?" these children, untrained in analysis, saw the words *how much more* and proceeded at once to add \$4.95 to \$3.28, blindly following routine and suggestion, quite unconcerned with the practical implications of the problem. One wonders if children would come to problem-solving with a different attitude and with the habit of

thinking through the given data, if our primary arithmetic were based upon real activities rather than upon memory work, slavish drills and symbol manipulation.

It is desirable that children should know eventually the meaning of the fundamental operations. Probably they should have some of this information in the primary grades. We cannot fold our arms and answer the question. Our conclusions must be based upon facts. The scores made by nine pupils were as follows on (a) ability to derive answers to seven problems, and (b) knowledge of the meaning of the operation performed in a given problem.

(a)	(b)
0	0
25	0
50	0
85	0
100	0
100	50
100	100
75	67
45	25

Evidently pupils succeed fairly well in finding answers to problems without knowing much about the fundamental operations. They do not grow in the latter ability by merely practising the former. It is also true that if the pupil is not able to analyze the problem and fit the operation to the given situation, he is forced to rely upon ready-made rules and stereotyped forms of solution that frequently lead him into errors. One such error is illustrated in the following:

Problem: If a train goes 135 miles in $4\frac{1}{2}$ hours, how far will it go in $3\frac{1}{4}$ hours?

Solution: "In $4\frac{1}{2}$ hours a train goes 135 miles.

" 1 " " " $4\frac{1}{2} \div 135$
 $= 1/30$ of a mile
 " $3\frac{1}{4}$ " " " $1/30 \times 13\frac{1}{4}$
 $= 13/120$ of a mile."

The evidence above leads us to wonder if the school should leave the child with a better understanding of many of his arithmetical computations. Could the child live through four or five ears of actual laboratory experiences in arithmetic and know less about the subject than he does after being exposed to an equally long period of seat work. Could not more schools break away from the traditional routine, try the laboratory method, and give the rest of us their findings?

In the April number of this magazine the writer will discuss the topic, "Reading in Relation to Problem-Solving".

Conditions Governing the Election of the Executive of the Alberta Teachers Alliance, Inc.

The following is copied from the Constitution:

ELECTION OF THE EXECUTIVE COUNCIL.

33. Every member of the Alliance shall be entitled to vote for the President, Vice-President, and for the Geographic Representative of the District in which the member's school is located.

(a) Two ballots shall be mailed to every member of the Alliance not less than ten days before the Annual General Meeting; one ballot for the election of President and Vice-President and one for the election of one Geographic Representative.

(b) All ballots shall be sealed and returned to the Head Office of the Society so as to be received not later

than three days before the Annual General Meeting.

(c) The result of the ballot shall be announced by the President at the last session of the Annual Meeting and the newly elected Executive shall assume office forthwith.

(d) In order to be eligible for election to the office of President, the candidate shall previously have served as a member of the Executive Council.

The supplementary regulations appended herewith are the recommendations adopted by the Executive:

REGULATIONS GOVERNING BALLOTS AND ELECTIONS
 "Any member who has paid the fees for the current year before the beginning of counting of the ballots shall be given a vote, except as provided elsewhere for the Calgary Public School Local and the Calgary Men's Local."

A notice shall be sent out to each Local not later than February 1, calling for nominations, stating the offices for which the Local may nominate and stating that nominees must accept in writing; together with nomination forms, acceptance forms for candidates nominated and a full set of rules governing nominations. Rules governing the elections shall be published in the March issue of the *A.T.A. Magazine*.

A Local may nominate its own members or those of other locals.

Nominations and acceptances must be received not later than four weeks previous to Good Friday or the nomination will not be accepted and the name will not appear on the ballot.

Upon receipt of any nomination, a statement of such receipt shall be mailed to the nominee and also to the nominating Local and the nominee shall be notified that he or she may be present at all meetings of the Elections Committee, either in person or by agent, duly authorized in writing.

Ballots shall be mailed to all entitled to vote not later than three weeks previous to Good Friday. Each envelope mailed out shall contain, in addition to the required ballot or ballots, a self-addressed envelope.

Marked ballots shall be received up to the time of counting the ballots. In order that voters may have the opportunity to inform themselves at the A. G. M. a notice shall be published or posted stating at what place and time, and to whom ballots may be handed during the A. G. M. to prevent ballots remaining in the pockets of unauthorized receivers.

Any person who is entitled to a ballot and who does not receive any or proper ballot ten days before the A. G. M. may wire the General Secretary-Treasurer at the expense of the Alliance for a ballot and the Chairman of the Elections Committee shall send a ballot and make due note of this on the election list opposite his name.

All provisions concerning the elections, necessary for the direction of voters in marking their ballots shall be published in the March issue of the *A.T.A. Magazine*.

No one shall vote by proxy or otherwise than in person. There shall be one sheet only for President, Vice-President and Geographic Representative. In addition to the names to be voted on, the ballot shall contain the address of each candidate and name of the nominating Local or the one whose nomination is first received, also an instruction not to sign the ballot and a further instruction to use the ballot envelope and none other.

All ballots shall be printed.

The General Secretary-Treasurer shall provide the Chairman of the Elections Committee with typewritten lists of the names arranged in alphabetical order, of all who are entitled to vote, as entitled in Section A; he shall also provide the Chairman with addressed envelopes in the same order, and with necessary supply of ballots and ballot envelopes.

The General Secretary-Treasurer shall be responsible for the sending out of all prescribed notices, the preparation of the lists of those entitled to vote, clerical work, etc., except as otherwise provided in these regulations.

The work of despatching the ballots shall be routed as follows:

The Chairman shall initial or rubber-stamp with his own name each ballot, on its face, passing each in turn to No. 2. No. 2 shall fold it into an addressed envelope and pass it to No. 3. No. 3 shall have ready numbered a ballot envelope to correspond with the addressee's number on the voting list. He shall insert this in the addressed envelope and check off the number on the voting list.

There shall be no numbers placed on the ballots.

All ballots prepared for sending out at any session of the Committee shall be mailed by the Elections Committee at the end of that session. No prepared ballot shall be left in the Alliance office.

Each member of the Elections Committee shall take away with him a memorandum of the last address of a ballot and see that no unsigned (or unstamped) ballot remains in the office at the end of each session of the Committee, and shall at the beginning of the next session of the committee see that the despatch is resumed exactly where discontinued on the list.

The Elections Committee shall check the envelopes supplied to them against the voting and card index lists on the following points:

- (a) See they correspond in number with the names on voting list;
- (b) See that no votes are omitted;
- (c) See that no unqualified person receives a ballot.

This check shall be made of a number of envelopes taken at random, but will not necessarily cover all names on the list.

ELECTIONS COMMITTEE, Appointment, Duties, Etc.

I. An Elections Committee shall be formed which shall have complete control of all matter pertaining to the Elections and the counting of the ballots; subject at all times, however, to such regulations as may from time to time be adopted by the A.G.M. or the Provincial Executive.

II. The Elections Despatching Committee shall consist of three members; one appointed by the Edmonton Public School Local, one by the Edmonton High School Local, and the third, who shall be Chairman shall be the Edmonton Geographic Representative.

III. *Receiving Committee.* No one who is a candidate for the Provincial Executive, unless elected by acclamation, shall be eligible for membership on these committees at such election. In case the Chairman is so disqualified, the vacancy shall be filled by choice of the other two members of the Committee, and in case these disagree, the President of the Provincial Alliance shall have the deciding vote.

Counting of Votes.

1. The Elections Committee shall count the votes on the last day of the A. G. M. at 9 a.m. Each candidate may appear in person or by the representative to see that his interests are protected.

2. The Receiving Committee shall decide whether a vote is valid or not, subject however, to appeal by any candidate or agent to the Executive of the Alliance, whose decision shall be final in all cases. There shall be no appeal to the Law Courts. Decision re validity shall be left till all ballots are counted.

3. The Committee shall accept any ballot as valid where the intention is evident, such as a figure 1 in place of the cross.

4. A ballot rejected with respect to one office may be accepted with respect to any others in which the vote is properly recorded.

5. All ballots received up to the time of the counting shall be counted and care shall be taken to forward any ballots received at the office of the General Secretary-Treasurer, to the place where counting will be done.

6. In case of a tie vote the President of the Alliance shall cast the deciding vote.

7. The Chairman of the Elections Committee shall render to the President of the Alliance a statement signed by members of the Committee showing the number of votes cast for each candidate.

8. The President shall announce to the A. G. M. the names of the successful candidates.

Any member in good standing up to the date when nominations close shall be eligible for nomination and that in case a nomination is made of a member who is not in good standing, the General Secretary-Treasurer shall be required to inform the nominee of the conditions of nomination.

The *Scrutineer's Committee* shall consist of the Chairman of the Ballot Committee and a representative from each Geographic District; these to be nominated by the Annual General Meeting at the first session.

World Federation of Education Associations

THE World Federation of Education Associations will shortly go into the field for a ten million dollar fund to put the work of the Federation on an enduring basis. One of its chief objectives will be the removal of illiteracy.

Sixty per cent. of the world is illiterate, dependent entirely for information upon what can be seen and heard in their immediate environment. Universal knowledge cannot be brought to these people until their illiteracy is removed. Literate men are open to an understanding of the viewpoint of other nations, and such men will ultimately acquire toleration. The Federation believes that universal education will result in world friendship and the settlement of international disputes by arbitration.

The Federation is an organization to further educational interests, to serve as a clearing house for the best educational thought of the world. The Toronto

Conference, August 7-12, 1927, was attended by approximately seven thousand educators, sociologists, and others interested in human welfare. These came from all parts of the world.

The Proceedings of the Conference were ready for distribution about February 1, 1928. This volume is a valuable contribution to the educational and sociological problems of the world.

These Proceedings give the statements of ministers of education, of teachers actually engaged in instruction, of sociologists and investigators writing with a first hand knowledge of their respective countries. The Proceedings have, therefore, an unusual authority in that they represent the opinions of persons native to the countries of which they write.

For the purposes of reference, this volume will be needed in every library. Schools will find the material contained therein invaluable for their classes in history, sociology, current events, debating, etc.

The volume describes the social and educational condition in China, Japan, India, Persia, Germany, Hungary, Czechoslovakia, Bulgaria, Greece, Denmark, England, Ireland, Scotland, Canada, United States and Mexico.

The Herman-Jordan Plan for World Friendship and the valuable work of its committees are fully set forth embracing (1) **Education for Peace** and the aims and methods of peace organizations; (2) **Teaching of History for World Truth**, to inculcate loyalty and fidelity to one's country without hatred to others; (3) **Training of Youth in World Amity**, methods and results; (4) **Military Training and Military Preparedness**, containing a valuable statistical survey; (5) **Methods and Instruments to Settle International Disputes Without Resort to War**.

The volume will also contain a Summation of world-wide studies in (1) **Health**; (2) **Illiteracy**, a survey of conditions and natural programs; (3) **The Behavior-Problem Child, and Adolescents**, how to educate the exceptional child; (4) **International Education Exchange**, exchange of students and teachers (5) **Character, Moral, and Religious Education**, methods and viewpoints; (6) **Preparation of Teachers for International Co-operation and Goodwill**; aids and standards; (7) **Parent-Teacher, Home and School Associations**, home and school co-operation, the new international organization; (8) **International Correspondence of School Children**, methods and results; (9) **International Aspects of Library Service, Educational Periodicals and Exchange of Educational News**; (10) **Teacher Associations, and the International Aspect of School Administration**, organization and objective of teacher associations throughout the world; (11) **Social Adjustment—the Relation of the School to the Community**, labor schools, corporation schools, relation of school to industry, education as a preparation for life; (12) **Country Youth and Country School**, the social and educational problems of rural communities; (13) **Nursery, Pre-School and Kindergarten Education**, education and training at the plastic age; (14) **Handicapped Children and What is being Done for Their Education and Welfare**, the problem, methods and results; (15) **Motion Pictures**, development of visual education, its place in the general education of the people; (16) **Industrial Education in Elementary Schools**, the importance of handicraft in the school curriculum; (17) **Colleges and Universities**, the unification of scientific terminology, the universities and international relations; (18) **Humane Education Throughout the World**, materials, methods,

results; (19) **Adult Education**, survey of world efforts; (20) **Secondary Education**, moral conduct and social ethics, extra curricular activities, international aspect of science, modern language, etc.; (21) **Elementary Schools**, psychological problems of childhood and youth and their relation to education; (22) **Geography**, modern concepts, how taught in various countries.

The volume will be 6¼ by 9¼ inches, will contain from eight hundred to one thousand pages, will be printed in ten point type, of good paper and letter press, and bound in blue buckram. The price is \$2.50, carriage prepaid. Address orders to Mr. Charles H. Williams, 101 Jesse Hall, University of Missouri, Columbia, Missouri.

Educators, sociologists, philanthropists, public libraries, school and college libraries, clubs and anyone interested in world welfare will find this volume fresh, inspiring and authoritative.

WALTER R. SIDERS,

Field Representative.

The Proings of a Pedagogue

ATIME there was when Grade VIII pupils were required to cover a more extensive course in mathematics than they are to-day. Algebra was omitted from the programme of studies for this grade in 1912, and Geometry and the Metric System in 1922. To-day the mathematical horizon of the public school pupils of Alberta is bounded by the back cover of Smith & Roberts' Arithmetic, Pt. 2. No reason has ever been given, so far as I am aware, for these eliminations. We may, of course, be reminded that in a multitude of counsellors there must be wisdom; but neither this nor any other dictum couched in general terms can dispel the doubts of many as to the advisability of these changes.

It seems ridiculous to postpone the use of compasses and protractors and simple exercises in Geometry of a practical and experimental character until such time as the pupil reaches high school. This work is not beyond the capacity of a child of twelve. According to Strachan, a recognized authority on the teaching of mathematics, twelve is also a suitable age at which to begin the study of Algebra.

But there are some who question the efficiency of the teaching in the public schools. Every now and then we have a croak from one of the greater lights about the backwardness of pupils entering high school. Sometimes, instead of a croak, we have a wholesale condemnation of the public school and all its works. It must be admitted, however, that the voices of the critics are becoming less audible. Possibly there is now a more general recognition of the fact that indifference and some of the other obstacles to progress which are said to be so much in evidence in high schools also exist in public schools, where they produce like results. Elementary geometry and elementary algebra can be taught quite as effectively in the public school as in the high school; and when the age at which the pupil should take up these studies is considered, there can be no question as to the school in which they should be begun.

* * * *

"MUCH ADO ABOUT NOTHING"

This is an appropriate comment on at least one of the discussions that took place at the trustees' convention. It may also be applied to the prominence given

to the discussion by one of the Edmonton daily papers. Some trustees wish to have a law passed making it illegal for a book agent to enter a school during school hours; others believe that, if a warning notice were affixed to the school gate, the laws already in force could be invoked to meet the situation. How anxious the trustees are to protect gullible teachers from the wiles of the wary bookseller. They apparently forget that most teachers feel that they are capable of taking care of themselves. As a matter of fact, teachers in rural schools do not find "pedlars" an annoyance. In twenty years I have been approached during school hours on only five occasions. Perhaps I should add that for the greater part of that period my lot was not cast in remote places.

At least one trustee thinks that the educational interests of the province must be protected from the assaults of the rural married teacher and his family. He forgets that any allegations made against the teacher apply with equal force to all who are entrusted with the custody of examination papers. If there is a danger of papers being tampered with when in the custody of the teacher, the danger is just as great when the papers are in the custody of others.

The teacher is the only person, so far as we know, who is required to make a declaration as to the manner in which his share of the duties has been discharged. But why take it for granted that the teacher is the only person not above suspicion? Why not insist on declarations being made by those who prepare the papers, those who print them, those who have the custody of them, those who mark the answer papers, and those who tabulate the results? All concerned would then be equally amenable.

URGE ADVISORY TEACHER COUNCIL

Alberta Alliance Will Ask the Government to Form Board to Exercise Some Control

CREATION of an advisory council of education is being urged on the Alberta Government by the Alberta Teachers' Alliance, Incorporated. Questioned regarding the purpose of such council, J. W. Barnett, general secretary of the A.T.A., informed The Herald Friday, before leaving for Edmonton, that the council was proposed for four purposes:

1. The control of matters such as the issuance and cancellation of certificates.
2. Control of teaching of candidates for the teaching profession.
3. Control of the granting of equivalent qualification in Alberta, that is, the examination and determination of the qualifications of teachers from other provinces who come to Alberta and seek employment in their profession. This matter is now handled by the Department of Education.
4. Control and operation of Normal Schools.

"The Alberta Teachers' Alliance strongly objects to the present mass production of teachers," Mr. Barnett said. "The net increase of new school rooms in Alberta every year for the last ten years has been 170 or a total of 1,700. The average production of new teachers has been 1,500 per year or a total of 15,000. Consider the wastage which an examination of these figures reveals. It is appalling."

Mr. Barnett pointed out that it was accepted that it required seven years for a teacher to reach maximum efficiency. The great wastage, as indicated by the foregoing figures, cost the province a huge amount every year in training teachers who would be in the schools for a very short period. He believed that an advisory council and the employment of new methods would effect a thorough remedying of the situation with benefits accruing to the pupils and parents, and to the state, no less than to the teachers. (Calgary Herald).

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No. 8

BLAIRMORE SCHOOL BOARD

LUCKNOW S.D. No. 1946

ANT HILL S.D. No. 2663

BOWDEN S.D. No. 302

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

Editorial

THE recent speech of the Minister of Education and of the Premier, delivered before the Alberta Trustees' Association, indicates that at last we are on the eve of far reaching changes in the Alberta Educational system. At this early stage and in the light of the meagre supply of information, it would be both unwise and unfair to criticize, adversely or otherwise, the alternative suggested by the representatives of the Government. Four things, however, are particularly noteworthy:

1. The Government has arrived at the stage where it is prepared to "scrap" the present inefficient, costly and antiquated system of administering and financing the rural schools through the small rural school boards.
2. The Government is pledged to some scheme of distributing more equitably, the burden of upkeep of rural and high school education.
3. Some system of effective supervision rather than the present system of inspection is recognized by the government as essential.

4. An amazingly rapid and welcome change of attitude is manifested by the leaders of the Trustees

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TWO years ago the Minister met with a most hostile reception at the Trustees' Convention when he placed before the trustees his proposal for a 3 mills tax over the whole province to increase school grants to rural boards through the consolidated fund created thereby, thus making it more easy for school districts of low assessment to function more effectively.

The scheme recently outlined is immeasurably more drastic: the provincial mill rate must obviously be very much higher than 3 mills and the consolidated fund correspondingly greater. The average assessment of rural school districts is \$113,333.30. One suggestion of the Minister is to pay all teachers direct from the Department out of the Consolidated Fund. The average salary of teachers in rural districts, at the present time, is approximately \$1030, one mill tax on \$113,333-1/3 would produce only \$113 1/3; therefore, in order to pay the present average salary, it would require an educational tax of between 9 and 10 mills. In addition to the greatly increased "blanket" tax from 3 to 10 mills, the Minister proposes to take out of the hands of rural trustees, the appointment and dismissal of teachers, and the right of rural school districts and ratepayers to say how much (or how little) they shall pay their teacher. Yet the trustees listened with apparent approval and without the slightest indication of dissent; indeed a resolution approving of a larger unit of administration was introduced by the resolutions committee and referred to the Executive for action.

TRUE, the trustees did not endorse formally the Minister's "Civil Service" scheme, and the resolution passed seemed more particularly to bear upon the alternative suggestion—the County Unit. Like ourselves, the trustees are evidently anxious to receive more detailed information in regard to a County Unit system. The Minister, in his address, as published elsewhere in this issue, was rather vague in regard to this alternative suggestion. He merely said: "As you are aware, the whole field of revenue and taxation in this Province has been under study for some two years under the Chairmanship of Dr. Tory. I think I might not be going out of the way, although his report is not yet tabled, if I say he will probably recommend to the Government the advisability of the county organization making the municipalities correspond somewhat to the townships of Ontario, but placing a group of municipalities in a county. This would give us a larger unit and I maintain the larger the unit the more effective will be the unit for working out our problems of educational administration. It is quite possible we might take the county system or, providing that the province were to be organized into counties, we might take the county unit for school administration. That I believe would be an improvement and a great improvement over the municipal unit." The reason for the Min-

ister's reticence was obviously due to the fact that the report of the Provincial Tax Commission was not yet in the hands of the Government and therefore there had been no time to develop the alternative scheme insofar as the County Unit scheme might dovetail into a practical and workable larger unit of administration. There was no suggestion as to whether or not every county area, if created, would finance itself assisted by a small government grant from general revenue, as is the case of city districts at the present time, or whether there would be a provincial consolidated fund out of which a large proportion of the county expenditures would be met, thereby enabling the province as a whole to facilitate the financing of education in the sparsely populated and less productive counties of the Province. Until we know these things, it is very difficult to make effective comparisons between the two alternatives.

ONE thing, however, must be very carefully considered by the teachers before pledging themselves one way or another—we must avoid an attitude of: "Anything better than what we have now." We must be firmly convinced before "getting behind it" that any scheme suggested is the best possible. The condition of disappointment, long deferred hopes for reform, and desire for anything which is better than the present is perhaps the most dangerous pitfall to be side-stepped. The teachers of the province must approach this matter with an open attitude of mind, holding to our main desire to co-operate to the extreme limit of our power in furthering reform in education. The changes contemplated are fundamental and whatever is finally decided upon, will most likely stand for a generation. Therefore we must make reasonably sure before supporting any prospective scheme that it is the best scheme—a genuine educational reform unhampered in its completeness and effectiveness by undue compromise with tradition and prejudice.

THE Minister's pronouncement was bold and firm and showed that he does really appreciate to the fullest extent the disabilities arising from and through the present system—disabilities suffered by tax-payers, parents, pupils and teachers. It is sincerely to be hoped that the final result of the labors of the Government and Legislators will be such as to convince educationists that the primary consideration is *education and education alone*, and not that the system decided upon is an emanation of tendencies to compose the foibles and interests of sectarian jealousies, or sectionalism.

IT is immaterial to us to whom the credit goes for the present changed attitude towards the larger unit—whether it be the Government, the Minister, trustees, A.T.A., Legislators, or the public generally. Suffice it to say, however, that the Alliance and the *A.T.A. Magazine* have striven not a little, to "sell" everybody on the need of reform and the institution of a larger educa-

tional unit: for the past four years the A.T.A. and the *A.T.A. Magazine* have argued and debated, in season and out of season, that the one great hope for educational reform in Alberta lies in the larger unit of administration.

PREMIER BROWNLEE has recently revealed another sidelight on his personality enhancing his fitness for leadership of a Province, not only rich in material resources but peculiarly endowed with scenic grandeur and potentialities for beautification. He has sounded the clarion call to take stock of our people's spiritual and aesthetic concepts with a view to nurturing and augmenting them. His stepping aside from the beaten track of politics and his gliding from the urgent, irksome claims of administration problems to beckon Albertans to a future homeland of noble tree arched highways, flower-be-decked domiciles, turf-carpeted, flower-gemmed public squares and parks and cities beautiful is most inspiring and refreshing. Listening to his soulful plea for an Alberta beautiful, stirred one to happy aspirations for Alberta's destiny—a land of happy, contented, nature-loving beauty-appreciative citizens. And surely akin to appreciation of beauty in nature is akin to a love of song-singing and appreciation of true music. Obviously such attributes in a people must first be inculcated and first developed during the plastic impressionable days of childhood. The Premier's utterances are delivered after his visit to the old nestling, enchanting garden landscapes of Europe, whence sprang the poets and bards; where posterity reflects the spiritual as well as material sacrifice of their forebears to a holy, patriotic foresight. Home in its circumscribed sense may be the "place where mother is"; but home in the wider sense, is the land of charm, of song, of endearing creeper-garbed cottages, enveloped with the perfume of dew-petaled roses, violets and mignonette—where every prospect pleases and inspires love of the homeland. The Premier, so to speak, raises the curtain and gives us a glimpse of a possible Alberta as a cathedral of nature.

Inspectors Williams of Vegreville, Yule of Peace River and Edwards of Wainwright, lovers of music and song in Alberta owe a debt of gratitude. Through the efforts of these leaders and of local musicians, the movement is gaining headway and school festivals are becoming common in Alberta. At Vegreville, Wainwright, Peace River, Grande Prairie, and elsewhere an annual festival is held. These events are as soundly educational as the purely academic school work and every encouragement and assistance should be given to those sufficiently enthusiastic and self-sacrificing to undertake the arduous tasks of organization. The cities are well able to look after themselves in regard to school music; they have their supervisors of music, the atmosphere developed by musical clubs, visits of great artists, symphony orchestras, and the Alberta Musical Festival committee. In the rural schools, villages and towns, however, no such aids are

forthcoming and school music is correspondingly handicapped. We might be pardoned for suggesting that, much as the Alberta Festival Committee has done to encourage school music, they have merely touched the fringe of their opportunities. We believe there are a sufficient number of music lovers in Alberta to respond to a Province-wide call to develop and support a provincial organization to concentrate upon music and song in the areas remote from city influence. Could not some system be established of affiliating small festival organizations with the Central Alberta committee, thereby encouraging a song-loving, music-appreciative generation of the future?

* * * *

JUDGING from the programme of the Annual School Festival of the Vegreville Inspectorate to be held next May, it will be a most desirable event and worthy of emulation everywhere throughout the province. Competitions in singing, chorus and solo, for different grades of the public schools, town and rural, and for high schools are planned, as well as competitions in elocution, and dramatization. The gradual "taking hold" of school festivals of this kind indicates that Alberta has emerged from the pioneer element and that the purely utilitarian ideal—that abortion of true education—is at last losing ground; it is a sign that aspirations to culture are no longer viewed with disdain or contemptuous indifference; also that education, so called, without a development of the finer instincts through music, art and noble thought is held not all profit—gaining the world maybe, but losing the soul. Education without culture is true education no more than jazz or rag-time is true music, nor doggerel true poetry. In this age of examination craze; this age of insatiable expenditure of effort and energy for 100% efficiency, in money making—trading, accounting and production—it behooves us to remember that

*"He who hath no music in his soul,
Nor is not moved by concord of sweet sounds,
Is fit for treasons, stratagems and spoils."*

PREMIER BROWNLEE appeals for unity in order that a solid front may be presented in meeting the railroad situation. Alberta is now at the parting of the ways: the eyes of the world are upon us; capital and immigration are gravitating hither; industrial development is foreshadowed—factories, mines, salt, asphalt; our far flung settled areas are being spanned or becoming contiguous by the opening up of more land for cultivation; our public service problems—health, education, public works, police—approach a state of comparatively easy solution because of the greater population to support them. The provincially owned railroad octopus only, still winds its strangle-hold tentacles around the exchequer, sucking its very life-blood. The Premier is hopeful that these tentacles may be released, perhaps completely severed if only "Alberta First!" be the watchword; that public opinion determinedly expressed, and conscious of the justice and strength of our

case must prove irresistible ere long and convince the authorities concerned that taking advantage of Alberta's extremity is an unsound policy and in the long run doomed to produce an unsatisfactory reaction.

* * * *

THE Alberta Government shouldered the burden at the expense of the public services such as highways, health, education, pensions—the mothers and children and the aged. Our whole development has been retarded. Surely it is time some measure of relief were extended to our province from the deleterious effects of the heroic tackling of the problem of transportation. Had the Government of Alberta left the north country to its fate when the first crisis developed, the Federal Government would have been obliged to step in rather than leave the north country without lines of communication, and it looks now as if the province is called upon to suffer indefinitely for its decision years ago not to leave a section of the province deserted and left to the tender mercies of the "remote" authorities at Ottawa. Furthermore the Transcontinental Railroads seem to be adopting the attitude of the buyer who, understanding the financial straits of the seller, governs his offer accordingly. It is accepted as almost invariably true that it is the long haul which pays; and therefore any immediate loss on "feeder" lines is compensated for by increased business on the main arteries of communication: in other words, "feeder" lines generally, and for some time after their construction, can not produce a direct profit. Obviously, the Provincial Railroads can not make a direct profit, they are feeders to the Transcontinentals; consequently they are indirect assets to the C.N.R. and C.P.R. Albertans are commencing to ask: "Is it not unmoral to accept the benefits from the Provincially owned 'feeders' and adopt the attitude of the hard bargainer with respect to purchasing them?" "Ought the management of the Transcontinentals to expect to obtain the Alberta railroads at such a figure as would make them directly profit producing concerns from the date of purchase?" "Should they not pay something for future potential value—a factor always taken into consideration in business life—rather than base their offer on consideration of 'How little can we offer to secure ownership? What is the inventory value and what would be the direct immediate return on the investment?'"

* * * *

THE Government has carried on through the dull times, the business of the roads is increasing and management has no real idea of what the roads are capable of producing. One thing is patent, however, that the prospects of business are such as to make the Minister of Railways fairly sanguine that in a few years the returns will show a surplus over all charges. Therefore, to rush into sale before a few more years have passed merely because the temptation exists to sell at a sacrifice figure and get rid of an irksome problem, might take away all chance of recuperating ourselves for past

losses. The credit of the Province has never been better than at the present time and it would be easy to borrow millions of dollars if necessary on most favorable terms. Which goes to prove firstly, that the prospect of the railroads are helping rather than damaging the standing of the province with financiers, and secondly, that the wherewithal could easily be obtained to construct extensions to the lines which may be necessary for the furtherance of the interests of the railroads and the north country.

* * *

ONE may ask, "What has all this to do with teachers?" The teachers are a section of the public and as citizens it is their privilege and duty to use our influence as citizens. We are citizens first and educationists second. Our professional duties include the teaching of good citizenship, love of our Province and the right ideals of patriotism and sound public morals: we are called upon to supply those committed to our care with a measure of information on outstanding current national issues, free from party bias. The opportunity to imbue our pupils in public and high schools with a degree of understanding on this all-important provincial problem should not be lost. If public opinion is to be a well formed opinion; if our slogan is to be "None for the party, all for the state" then surely, to begin with, the school room is the right place, before the minds of the young citizens are warped by the influence of partyism and sectional angularity.

THE PRACTICE TEACHING QUESTION IN CALGARY

THE question of practice teaching for the Calgary Normal Students has been settled for the present term. The teachers are being asked by the School Board to accept the responsibility without remuneration, the students to attend the public school classrooms for the morning sessions of ten consecutive school days, two forenoons for observation, and eight for practice teaching. The teachers will give lesson assignments, and send in written criticisms of the lessons taught.

Considerable work and thought will have to be given by the teachers in order that the scheme may be helpful to the students. This work may be considered as a gratuitous contribution toward the training of the students, the provincial government not at present seeing its way to assume financial responsibility for this part of the Normal students' training. About 170 classrooms in the Calgary public schools will be used for this work.

The teachers, through their local alliances, made strong representations to the Board, pointing out their objections to the proposed scheme. They felt that it was hardly fair to require teachers, without even the opportunity of exercising their own choice in the matter to perform these duties without remuneration, more especially as precedent has been established for many years providing payment for the practice teaching

work. Last year, for example, the work was carried on in eighteen rooms outside the Normal Practice School, and the payment by the Government in bonuses to the teachers of these rooms amounted to \$3,700.00. This year, by spreading out the work over a large number of rooms, the students are expected to receive a more valuable service, without remuneration to the teachers providing the service.

The School Board took from the first a very sympathetic attitude toward the teachers' position. On two occasions it decided by resolution that it was not prepared to ask its teachers to perform the suggested services on the suggested terms. Finally, when it became apparent that this year's normal students would be deprived entirely of their practice teaching other than that which could be provided within the Normal School, unless Board or teachers made a move, a conference of the Premier and Minister of Education, the School Board, and representatives of the teachers, was arranged by the School Board. At this meeting, it became quite evident that the government would not make the grant for paying teachers for the work involved in the scheme, and was prepared to see the practice work neglected if Board and teachers would not provide it without payment from the government on behalf of the teachers.

The Premier and the Minister both expressed willingness to have the question re-opened next year, drew attention to the fact that a radical re-organization of school laws and regulations was being considered, and undertook at the first opportunity to recommend the removal of the clause, "without remuneration" from the recent School Act amendment concerning practice teaching. The teachers felt that, while they considered their previous suggestions re payment for the work, and individual freedom of acceptance or rejection of the work by the teachers selected, to be entirely fair and sound, they would be very loath to see the Normal students handicapped in their training by the lack of practice teaching facilities, and expressed willingness to co-operate in carrying out whatever decision the School Board considered wisest, for the remainder of the present term. Arrangements were immediately made for carrying on the work in the manner already described.

Several points stand out in connection with the matter. First, the determination of the Government that the responsibility of providing practice teaching for the Normal students should be left upon the shoulders of the local school board and teachers, instead of, as heretofore, upon the Government, this, in consideration of the Government's providing accommodation in the Normal School for eight classes of public school children. Second, the mutual goodwill and understanding regarding the matter, between the School Board and the teachers. Third, the desire of the teachers that the interests of the Normal students should not be jeopardized nor the plans of the Normal staff upset, even

though the settlement of the scheme, for the present, involved the acceptance by the teachers of a plan thoroughly distasteful to them by reason of its demand that they should, without any choice in the matter, make a contribution of free service amounting in total to a value of some thousands of dollars.

The most hopeful aspect of the situation is the suggestion that the arrangement is for the present year only, and that the whole question of teacher training, its cost, and the responsibility towards it of Department, Teachers' Organization, and local school boards, may be carefully reviewed in the near future.

The A.E.A. Easter Convention

The Eighteen Annual Convention of the Alberta Educational Association will be held in Central United Church, Calgary, April 10-12, 1928.

An excellent programme has been arranged. An outstanding feature is the address of a Canadian of international repute—General Sir Arthur Currie, formerly Commander of the Canadian Forces in France, and now President of McGill University. Sir Arthur will address the Public Meeting of the Association, which is scheduled for Tuesday evening.

The principal speaker for the day sessions is another eminent Canadian—Dr. H. T. J. Coleman. Dr. Coleman was a member of the Faculty of Education of Toronto University, later he was head of the Faculty of Education of Queen's University, and has held a similar position with the University of British Columbia for the past six years. He is thus a teacher of teachers and is possessed of a distinctly Canadian outlook. Several teachers, who are former students of his, have expressed great pleasure at the selection of Dr. Coleman.

Possibly no educationist in Alberta is more favorably known to Alberta teachers than Dr. M. E. LaZerte, Assistant Professor of Education of the University of Alberta. Dr. LaZerte has served this Province as teacher and as Inspector of Schools. It is safe to look forward confidently for an original and vigorous address from him. Dr. LaZerte will address one General meeting and at the meeting of the Junior Section will discuss some of his special studies in connection with Junior Arithmetic.

It is hoped that arrangements can be made with Mr. C. Samson of the Camrose Normal staff, who has spent three years in Graduate study in Leland Stanford and Chicago Universities, to address a general meeting.

Few features of the A.E.A. are awaited with as much interest as the address of the Minister of Education, Hon. Perren E. Baker, always an interesting and fluent speaker, who has already announced his intention of making far-reaching changes in the Alberta Educational System.

The section meetings have many outstanding names: Miss D. J. Dickie, M.A., who has recently completed her course for the degree of D. Litt. at Oxford University.

Mr. A. E. Hutton, B.A., of the Calgary Normal staff.

Mr. Chas. Bremner, B.A., Inspector of Schools.

Mr. North of the Calgary Public Schools.

Mrs. J. Jakey of the Drumheller Public Schools.

Mr. G. S. Lord, M.A., President, A.E.A.

Mr. Sweet, B.A., President A.T.A.

The High School and Industrial sections have arranged profitable programmes.

A joint Dinner of the A.E.A. and A.T.A. has been arranged for Wednesday noon. The speaker will be the special speaker of the A.T.A.

On Wednesday evening the graduates of the Calgary Normal School will hold a dance.

OUR TEACHERS' HELPS DEPARTMENT

Outline for March.—Arithmetic

- Grade I** (a) Combinations and separations, using "2 more and 2 less"; "3 more and 3 less".
(b) Recognition and making of symbols to "100".
(c) Recognition of the families.
- Grade II** (a) Teach 5 2 4 4 2 3 3 4
plus 8 4 7 6 6 5 8 8
—and subtractions.
(b) Teach time—hour, half hour, and quarter hour, minute, day, and week.
- Grade III** (a) Continue short division, with notation limits, by 3, 6, and 8.
(b) Roman Notation to "100".
(c) Problems.
- Grade IV** March and April.
(a) Division and multiplication continued.
(b) Denominate numbers and problems involving use of these.
(c) Rapid calculation in all four processes.
- Grade V** Bills and Accounts.
- Grade VI** Fractional problems, etc. See Section 5.
- Grade VII** Profit and Loss.

- Grade VIII** (a) Bills, Accounts, and Receipts.
(b) Compound Interest.

Reading and Literature

- Grade I** (1) Finish Canadian Reader.
(2) Phonics—le, ew, aw, au, tion, sion, ph.
- Grade II** Oral Reading: (1) "The Wind and the Sun"; (2) "The Frog Prince".
Silent Reading: "The Origin of Pussy Willows".
Memorization: (1) "Windy Nights"
Optional: "Pussy Willow".
Literature: (1) "Epaminondas" (2) "Samson, the Strong Man".
- Grade III** Literature: "Wishing Wishes".
Memory: "The Wonderful Fishing of Peterkin Spray".
Stories: "Adventures of Pinocchio".
Reader: Page 160 to page 189.
Dramatization—to be selected.
Supplementary Reading: "Play Awhile" or similar book.

- Grade IV** Silent Reading (1) "The Heroine of Vercheres"; (2) "Black Beauty's Breaking In".
Oral Reading: (1) "Jackanapes".
(2) "At School with Shakespeare".
Literature: (1) "At School with Shakespeare".
(2) "The Eagle".
Literary Pictures: "Annie and the Children by the Fire".
- Grade V** Literature (1) "The Song my Paddle Sings".
(2) "Alan McLeod".
Oral Reading: "Bruin and the Cook".
Silent Reading: "Miraculous Pitcher".
Supplementary Reading: See Sept. Outline.
Character: "Alan McLeod".
Memory work: "The Rapid".

- Grade VI** Literature (1) "Lockinvar"; (2) "The Maple".
Oral Reading: "The Ants and Their Slaves".
Silent Reading: (1) "The Man Who Came Back"; (2) "Small Craft".

- Grade VII** Literature (1) "New England Weather"; (2) "By Cool Siloam's Shady Rill"; (3) "San Stefano".
Memory: "By Cool Siloam's Shady Rill".
Silent Reading: (1) "Gulliver's Travels"; or, "In the Days of Queen Elizabeth"; (2) "Soldier and Sailor".
Oral Reading: "San Stefano".

- Grade VIII** Literature: "The Birds of Killingworth".
"King Robert of Sicily".
Oral Reading: "How the Atlantic Cable was Laid".
Silent Reading: "A Descent into the Maelstrom".
Memory Work: "Trees".

Penmanship

- Grade I** See February Outline.
- Grade II** Capitals: M, P, R, B, E.
Small: r, s, e, b, f, h, k, l.
- Grade III** Capitals: U, V, W.
Small: v, x.
- Grade IV** See January Outline.
- Grade V** See January Outline.
- Grade VI** q, y, z, V, W, X, Y, Z.
- Grade VII** and VIII. See January Outline.

Elementary Sciences

- Grade I** (a) Pussy Willows placed in water in class room. Two kinds—wooly and green.
(b) The lengthening of day and the shortening of night. Disappearance of snow, where it goes muddy and rough roads, the increasing warmth of sun and what it does; the season and seasonal changes; where the sun rises; East and West; North and South; spring rains and snow-falls; Jack Frost and his pranks in spring.
- Grade II** (a) Seasonal changes and how they affect men and children.
(b) Disappearance of snow, effect on travelling. Increase in length of day.
(c) First appearance of birds and records kept.
(d) Observation of twigs kept in water in class room.
(e) Stories about birds and animals.
- Grade III** (1) Disappearance of snow and where it goes.
(2) The increasing period of sunlight.
(3) The first appearance of birds.
(4) The first appearance of animals absent during winter.
(5) Pussy Willows and twigs with expanding buds kept in class room for observation purposes.
(6) Hill and water on hill.
- Grade IV** Nature Study:
(a) Plant weed seeds for observation.
(b) Fish.
(c) Spider.
(d) One bird (winter visitor).
(e) Clear up any work not finished during winter months.
Geography: Map of Community; Study of Scale.
Hygiene: Special senses.

- Grade V** Nature Study: See February Outline.
Geography: C.P.R. Train Trips, and corresponding auto trips; Include the following: Medicine Hat to Lake Louise, Medicine Hat to Coleman, Lethbridge to Edmonton. Edmonton, Camrose, Provost. E. D. & B. C.

- Grade VI** Nature Study: Study of birds and mammals (classified according to structure, etc. as in course).
Singer: Meadow Lark.
Percher: Wren or Robin.
Wader: Snipe or Bittern.
Nuisances: Crow or Hawk.
Hibernating: Bear.
Rodent: Gopher or Badger.
Canine (dog): Coyote or Wolf.
Feline (cat): Lynx or Cougar.
Deer Family: Elk or Moose.

Geography: See February Course.

Hygiene: March and April—Complete the Respiratory System as outlined in the Course of Studies from "The Importance of Pure Air" to the end.

- Grade VII** Geography: Asia (follow Course of Studies).

Agriculture: Gardening.

Hygiene: See February Outline.

- Grade VIII** Geography: Australasia.

Agriculture: Gardening.

Hygiene: (a) Germ diseases; (b) Housefly.

Language and Composition

- Grade I** See February Outline.

- Grade II** (a) Composition.
1. Copy a riddle from Blackboard. Write the answer.
2. Teach capitals for names of days and months. Apply to written sentences.
March and April.
(a) Dramatization—"The wind and the Sun (Can. R. Bk. 2.)"
(b) Reproduction: "The Goose that Laid the Golden Egg" Bk. 2.

- Grade III** See February Outline.

- Grade IV** (a) Continue use of Dictionary. Use new words in sentences.
(b) Oral Dramatization
(c) Much practise on complex sentences.
(d) Building of stories.

- Grade V** Composition: See September Outline.

- Grade VI** Grammar: See February Outline.

- Grade VII** See January Outline.

Three Paragraphs. Stress written work, form, punctuation, etc.
Grammar: Verbs, tenses (present, past and future).
Adverb: Definition, uses, degrees.
Prepositions: Use and relation.

- Grade VIII** Grammar: See February Outline.
Composition: See February Outline.

Citizenship

- Grade II** (a) Self discipline.
(b) Truthfulness.
- Grade III** (a) Sense of responsibility.
(b) Truthfulness.
(c) St. Patrick's Day.
(d) Public Opinion.
(e) Stories.
- Grade IV** (a) Discuss family life—Modern and Olden Times, Arabian, Hindoo, Chinese. (Correlate with Geography).
(b) Correlation with a Picture Study Lesson for appreciation of Art.
(c) Stories of Justice.
(d) History talks. Tales of the Round Table.
- Grade V** (a) Right use of leisure time—forming habits of industry and thrift. Livingstone at the Mills.
(b) Verendrye at Fort Nipegon.
(c) Riel Rebellion.
- Grade VI** (a) Cartier, Champlain, LaSalle, Hudson.
(b) Establishment of Huron Missions and their destruction.
(c) Child's place in the community.

- Grade VII** March and April—Parts V., VI., and VII. To be finished by Easter, d, e, and f.
- Grade VIII** March and April—Parts VIII., IV. and V. Course of Study.

Art

- Grade I** Problem VI. Doll Furniture.
- Grade II** Illustration Problems, using line action figures.
- Grade III** Exercise VII. Problem in craft.
- Grade IV** Exercise V.
- Grade V** Exercise VII. Color Theory.
- Grade VI** Exercise VII. Color Theory.
- Grade VII** (1) School Gardens and their possibilities. Plan on cross section paper. List of suitable plants for gardens.
- (2) Correlate with Agriculture. Attention to arrangement of garden.
- (3) Picture Study: "Sistine Madonna".
- Grade VIII** Plan City Park.
- Picture Study: "Pilgrims Going to Church".

Agriculture

- Grades VII and VIII.** Soils and their management.

Silent Reading.—Seat Work for Grade I.—Interpretation Exercises

As quickly as I can I teach as sight words the following: Draw, cut, paste, color, make, put, trace. These may be written on the board at one side and left there until they are well known.

Then by using the words from the vocabulary which I am establishing in the regular reading period, I am ready to give such exercises as the following:

1. Draw a house.
Put 2 doors in it.
Put 4 windows in it.
Put Billy in the door.
Put Sally at the window.
Color the house brown.
2. Draw a tree.
Put green leaves on it.
Put 3 red apples on it.
Put 5 apples under the tree.
Make some green grass under the tree too.
3. Draw a hen.
Color it red.
Make the wheat that she found.
Color it yellow.
Draw her little chicks.

One can readily see the infinite variety that may be given these exercises by using toys of all kinds, animals, objects within the child's experience, etc. At a glance the teacher may see the extent of the comprehension of the material by the children.

Pictures may be cut out and pasted on paper.

Stencils may be used, children tracing the objects.

Any ingenious teacher has a wealth of such exercises at hand to test out her little First Grade pupils.

And the best of it is they enjoy this type of seat work.

Grade II. and III.—The Return of our Birds.

With March our feathered friends begin to return to us. Where have they been?

Years ago the idea was that they hibernated as some of our animals do. We have since discovered that the birds migrate to a warmer part of the world. The main reason for their migration to the south was the food problem. With our heavy snows and frosts many of our birds would be unable to find food.

The next question is: Why do they come back? The birds which spend the summer here evidently regard this as their homeland. We are told that our birds have no home life during their sojourn in the south. During the winter they are drab, quiet little figures. With the returning spring a change takes place. They are filled with a desire to return to their northern home to build a nest and raise a family. When we get our first glimpse of these little travellers in the spring,—it may be the bluebird or the meadow lark,—we find them arrayed in suits of bright colors and singing their sweetest and most jubilant songs. We are sometimes surprised to see these birds back so early. We may even fear that they have mistaken a few warm days for spring.

Probably they are wiser than we give them credit for being. By the time the little family is hatched spring is here and there is plenty of food for the young ones.

Some naturalists tell us that birds always nest at the most northern point of their journey. The Arctic tern, one of the gulls, lives and nests along the coast as far north as it can find land on which to build its nest. In winter it flies beyond the most southern point of South America; as far as there is open water to provide it with food. This is a trip of eleven thousand miles. It is the longest migration trip of which we have any record. Many of our commoner little birds make a trip of many hundreds of miles each fall and spring. The duck is probably our most untiring long distance flier. Many birds travel over seventy-five miles an hour. Some have been known to reach one hundred and fifty miles per hour.

It is still somewhat of a mystery to us how the birds know the exact direction in which to fly. They seem to have a sense of direction, probably an inherited impulse which guides them.

In connection with the migration of birds, we naturally think of Jack Miner, the man who is so truly the friend of the feathered folk. The wild geese, ducks and swans have been attracted to his home, which they make their stopping-place twice a year on their migration trips. They know him to be their friend. The smaller birds are also attracted to his bird sanctuary. The robin goes there for protection. Jack Miner tells us of an incident with a bluebird which visited him. He was able to remove the roof of a bird-house and watch a mother bluebird sitting on her eggs. She was not in the least disturbed by this proceeding.

Probably we too can attract the birds to our own district by offering them protection and care. Let us each try to be a friend to our little songsters.

GRADE III. NATURE STUDY

Rabbits

In Alberta we find rabbits and hares, although both are popularly known as rabbits. The native rabbits—the northern varying hare and the jack rabbit—are hares; but some of the pet rabbits belong to species imported from Europe and are true rabbits. The true rabbits are smaller than the hares and have shorter legs and ears. They burrow in the soil which hares do not. Then, too, the young rabbits are born blind, while hares are not. The young rabbits have little or no hair when born.

The northern varying hare gets its name from the fact that in summer it is reddish brown with under part of body white or yellowish, while in winter it is almost white except for a few dark hairs near the ears. This change in color provides protection from its enemies. The short, fluffy tail of the animal has resulted in its being called cottontail in the West, although in the East the name is applied to a different species. The jack rabbit is larger and has longer ears than the cottontail.

The rabbits, or rather hares, live in the bushes and shrubs beneath a cover of grass. They make winding runways through the bushes by cutting off the grass. Sometimes the deserted burrow of another animal is used as a home. The nest is well lined with rabbit hair. There are from three to six young in a litter and two or three litters a year.

It is interesting to note how the long ears are lifted to detect movements of intruders. The hind legs are very strong, which enables the animal to take long, quick jumps. It moves silently on account of the thick pads of hair on the soles of the feet. The hair next the skin is very soft and thick to provide warmth, while the other hair is longer and stiffer to provide protection in passing through the bushes and also to shed rain.

They are all vegetarians, in the summer eating grass, vegetables and tender grain, while in the winter soft bark and buds of shrubs and trees. Most of the feeding is done at night.

They have many enemies, of which coyotes, weasels, foxes, hawks, owls and snakes take first place. Some of their enemies depend on the habit they have of running in a circle when pursued. The speed with which they run is their greatest means of protection. At times it remains perfectly motionless on the snow and cannot be detected from it. When cornered they strike small enemies fierce blows with their strong hind feet.

Grade IV.—The Common Redpoll

General Description: Small sparrows with short, sharp bills; crown with a dull crimson cap; a suffused black chin-spot; back and flanks streaked with browns, ashy and white. Adult males have rosy breasts and the rump more or less tinged with pink; suggestions of this tint show in other plumages.

Distinctions: The small crimson cap is always distinctive.

Nesting: In low shrubs, nests of grasses lined with hair, often white rabbit or fox fur, feathers, or plant down.

Distribution: Circumpolar and Arctic, in breeding range; migrating south irregularly in winter.

With more or less regularity our winter fields and waste lands are taken possession of by immense flocks of tiny sparrows, feeding on the weed-tops which project from the snow, or perching in the low trees and bushes nearby. From many little throats come a subdued but constant twitter, not one of the birds producing a song in the usual sense of the word, but collectively making an under-current of low music that is distinctly agreeable. The round, fluffy, heavily plumaged bodies, the little rich crimson cap, and the occasional flash of rosy breast and pink rump, declare them Redpolls. They are tame and unsuspecting little fellows, and if the observer conducts himself discreetly they may at times alight all about him or even upon his person, with as much indifference as if he were a stump. They remain until the spring break-up, when they vanish until another winter. Their winter wanderings are irregular and erratic.

Economic value—Eating weed seeds.

(Taken from "Birds of Western Canada," by Taverner. Can be procured at the Department of Mines. Has splendid colored illustrations and authentic information.)

Grade IV.—Arithmetic (Accuracy)

- | | |
|-------------------|-------------------------------|
| I. 78642 | II. 84253 |
| 19578 | 1987 |
| 88652 | 647 |
| 94835 | 2984 |
| 75294 | 65 |
| 88639 | 983 |
| 74283 | 28694 |
| 92587 | 75 |
| 63824 | 4589 |
| 10875 | 635 |
| III. 87,400,906 | IV. 892075 |
| 1729187 | 187946 |
| V. 860743529 X 12 | VI. 210748593 x 11 |
| VII. 8604031 | VIII. 98602475 divided by 259 |
| X 7008 | |

Grade IV.—Arithmetic

- I. A mason charges \$1 per hour. He worked at a job from 8.30 a.m. to 3 p.m., except for one hour at noon. Find his charge for the job.
- II. How many quarts are there in 3 gallons?
How many gallons are there in a bushel?
How many quarts are there in a bushel?
How many quarts are there in 3 pecks and 3 quarts?
- III. Find—

$\frac{1}{2}$ of 74	$\frac{1}{5}$ of \$1.25
$\frac{1}{3}$ of 84	$\frac{1}{4}$ of \$7.80
$\frac{1}{4}$ of 124	$\frac{1}{3}$ of 69 bushels
$\frac{1}{2}$ of 37	$\frac{1}{2}$ of 15 quarts
- IV. What will 15 tons of coal cost at \$12.25 per ton?
- V. What coins, and how many of each could be used in paying out 18c, 23c, 69c, 37c, 84c?
- VI. (a) Write in words: 137,025, 016, 1,250, 100.
(b) Write in figures: Two million, two hundred and fifty thousand, four hundred and twenty. Seven million six hundred thousand.
- VII. (a) 2156 X 3200. (b) 6924 X 7004.
- VIII. 789604 X 897 and check.
- IX. $352\sqrt{2140392}$
- X. An auto will travel 60 miles on 3 gallons of gasoline. How far will it travel on 8 gallons?

GEOGRAPHY

Grade V.

In teaching Grade V Geography a map should be used constantly.

The land and water forms are first taught on the globe, and then on the flat map.

A flat map should be drawn using triangles and squares to represent each country. This can be used to give the location of land and water forms, the barriers of intercommunication, zones, tropics, and the people, climate, animals and products of each zone.

North America can first be represented by a triangle. The location of the mountains could be studied on this. Later the map could be drawn and the general features studied.

Pupils must do the map drawing too. Each pupil should have an unruled scribbler for this purpose.

The teacher should draw her map on the board, using the same number of squares as is on a page when divided into inch squares. This gives the pupil the size and shape. In a short time they will be able to sketch the map without the squares.

In first dealing with Alberta the position in Canada is shown, naming the provinces, territories and states that bound it. It is wise to teach the latitude and longitude lines bounding it, since latitude and longitude are studied in Grade V.

The drainage is then taken up. Draw the map of Alberta putting in the main rivers and tributaries. Teach the slope of the land by tracing each river from its source to the mouth. This will also teach the river system to which each river belongs. Do not print the names on your map. Number each river and have the name and the correct number written somewhere on the board to enable the pupils to print the names on their maps. When they have copied the names they can be erased. The teacher's map is then used to test the pupils. Many maps with the rivers should be drawn, as pupils find it difficult to get the rivers correct at first.

When the rivers are known, put in the mountains numbering them as you did the rivers.

The surface can then be taught and the map divided into prairie, bush, park and mountain regions.

Teach the climate showing the irrigated sections, on account of little rainfall in prairie region.

Auto trips can be started. An excellent book for a Grade V. Teacher on Geography is the one written by J. M. Scott, M.Sc.

THE SAKATCHEWAN REBELLION

NORTHWEST REBELLIONS (1880-85)

(In accordance with the Medicine Hat Citizenship outline, the rebellions are taught before the story of the Royal Northwest Mounted Police. It seems more logical, however, to take the latter first, as these men played such an important part in the rebellion.)

Causes of the Rebellion

Review: The Metis had settled along the Red River. Louis Riel had incited them to rebellion when surveyors had come out. Scott had been murdered and Riel forced to flee to Montana. Some colonization in Alberta and Saskatchewan had occurred, but the inrush of settlers did not take place until after the building of the C.P.R.

Government in the Northwest Territories

In 1873 the North-West Council had been formed to act with the Lieut.-Governor of Manitoba in the governing of the Territories. In 1873 the Territories were given a Lieut.-Governor of their own. The Mounties kept law and order.

Causes

Surveyors were sent out to survey the land. The half-breeds once more disliked the thought of having their land in rectangular sections. Major Crozier, of the Police, warned officials at Ottawa of the danger, but nothing was done. Then Riel returned and established his headquarters at Batoche in July, 1884. Under his leadership runners were sent among the Indians urging them to rise against the police and settlers.

The Council had also passed a law to prevent the extermination of buffalo. The Indians did not understand this, and thought they would be cut off from their food supply.

The Outbreak

The first outbreak occurred in March, 1885. Major Crozier with a force of Mounted Police went out from Carlton to Duck Lake to support teams that had been dispatched to bring in supplies. They were ambushed, and Crozier was forced to retire through the deep snow after a heavy loss.

General Middleton Arrives

After the above outbreak officials were not long in seeing the grave peril which existed in the West. Middleton was placed in charge of about 4,500 soldiers, most of whom were raw recruits. The C.P.R. was not completed around the Great Lakes, and forces had to come up to the steel at Fort William by way of the U.S. Even from here on to Qu'Appelle and Calgary there were many open gaps. Van Horne, of the C.P.R. guaranteed to transport the troops to Qu'Appelle in eleven days, an almost impossible task, but which he accomplished in nine days.

The Situation

Riel was on the North Saskatchewan at Batoche. Poundmaker with his Crees was threatening Battleford. Big Bear had massacred nine people at Frog Lake, and was on a pillaging expedition; preparing to attack Fort Pitt.

The Danger

Had the Indians risen in unison, the settlers and police would have been wiped out. The Blackfeet in Southern Alberta remained quiet, due to their respect for the police; to the fair way in which, as a rule they had been treated by the Canadian Government and Hudson's Bay Co.; partly to the influence of the missionaries; and partly to the treaty which Col. Macleod had made with Crowfoot, of the Blackfeet, and which was never broken.

Plan of Attack

Middleton was to advance north from Qu'Appelle to Clark's Crossing about forty miles from Batoche. Otter was to advance from Swift Current to Battleford.

General Strange, with Inspector Steele of the R.N.W.M.P., was to advance on Edmonton, and follow down the North Saskatchewan to Fort Pitt. Here he was to be met by Middleton.

The Attack

Battleford was relieved and then the force pushed to Poundmaker's reserve at Cutknife Creek. Here there was a hot skirmish, in which the police distinguished themselves under the leadership of Supt. William Herchmer. Had the Indians pushed their advantage the day would have been lost for the soldiers. After a trying fight on Fish Creek, Middleton attacked Batoche and captured it.

General Strange carried out his part of the plan quite successfully, and succeeded in demoralizing the Indians at Frenchman's Butte.

The End

Poundmaker surrendered at Battleford and Big Bear was captured and imprisoned. Riel, with several Indians, was hanged.

Results

The Metis were given title deeds to their lands. Many soldiers remained in the west and other settlers soon followed upon the completion of the C.P.R. The Indians were placed on reserves. The "Golden West" became the land of the farmer and the granary of the world.

References: "The Silent Force" by T. Morris Longstrech (An intimate account of the R.N.W.M.P.)

"The Book of the West" by H. A. Kennedy. (A pleasing account of the building of the North-West.)

SENIOR GRADES

A handy book mark and study help for pupils in the upper grades of public schools may be made similar to the attached.

It should be printed as an exercise in that work on card or stout paper. A convenient size may be made by cutting 6x9 drawing paper into three pieces lengthwise.

When a pupil wishes to review the geography of, say, Belgium, the bookmark then gives the necessary headings and he should endeavor to recollect all facts previously learned under each head. These facts should be checked with the book and if necessary re-studied for a minute or two before proceeding to the next heading.

In measuring off the card or paper before printing, pencil lines half an inch apart were first ruled and extra ones drawn between these for the sub-headings as needed. Other arrange-

BOOK MARKER for GEOGRAPHY STUDY

Size and Population
Position
Colonies
Coast
Surface
Mountains
Rivers and Lakes
Climate
Products and Industries
Agriculture
Mining
Forest Products
Manufactures
Trapping
Fishing
Trade and Commerce
Transportation
Cities

ments of headings will, of course, suggest themselves to teachers.

GRADE VI.—NATURE STUDY

The realm of nature extends everywhere around us. It is the great university of man, and within it he spends his life. Yet how many go through this universe with their eyes closed. That we may derive the greatest benefit from this study, it should begin in childhood.

Purposes

In nature study we should keep in mind the following purposes:

1. To train the powers of observation. Psychologists say that of all the mental powers observation is the most difficult to cultivate after twenty years of age. Discoverers, explor-

ers, and inventors are men with keen powers of observation.

2. To make the pupil acquainted with his environment and thereby increase his resource for happiness. Those whose early years are spent in the country are fortunate, because they live close to nature, and nature is one of the child's earliest teachers.

Whittier in his "Barefoot Boy" says he knows:

"How the robin feeds her young,
How the oriole's nest is hung,
Where the whitest lilies blow,
Where the freshest berries grow----"

3. To develop interest in and sympathy for living things. If the child is properly led to observe plants and animals they will be less likely to destroy them to gratify their desires.

4. To enable pupils to acquire a practical knowledge of common things which will later form the foundation for various branches of study.

Ignorance about common things is chargeable to nearly everyone.

5. To lay the foundation for the study of Agriculture in our schools.

Robin's Return

Robin on the tilting bough,
Redbreast rover, tell me how
You the weary time have passed
Since we saw and heard you last.

"In a green and pleasant land
By a summer sea—breeze fanned,
Orange trees with fruit are bent,—
There the weary time I've spent."

Robin, rover, there, no doubt,
Your best music you poured out;
Piping to a stranger's ear,
You forgot your lovers here.

"Little lady, on my word,
You do wrong a true-hearted bird!
Not one ditty did I sing,
'Mong the leaves or on the wing,

"In the sun or in the rain;
Stranger's ears would list in vain,
If I ever tried a note,
Something rose up in my throat.

"'Twas because my heart
To the North and Springtime new;
My mind's eye, a nest could see
In your old, forked apple tree!"

—Edith Thomas.

In the early spring ask the children to watch for robins, and to tell you as soon as they see one. Then ask such questions as will lead them to look for the points you wish them to observe.

How is robin dressed?

What is the color of his coat? His waist-coat? His cap?

Do Mr. Robin and Mrs. Robin dress alike? If not, what is the difference in their dress?

How does the robin walk? Compare his walk with that of a chicken.

How does a robin get a worm out of the ground?

What time does he get up in the morning? Why?

Does the robin eat anything besides worms?

Where does the robin build its nest?

Do you know the robin's song?

The Door of Spring

How shall we open the door of Spring
That Winter is holding wearily shut?
Though winds are calling and waters brawling,
And snow decaying and light decaying,
Yet will it not move in its yielding rut
And back on its flowery hinges swing,
Till wings are flapping
And woodpeckers tapping
With sharp, clear rapping
At the door of Spring.

How shall we fasten the door of Spring

Wide, so wide that it cannot close?

Though buds are filling and frogs are trilling.

And violets breaking and grass awaking,

Yet doubtfully back and forth it blows

Till come the birds, and the woodlands ring

With sharp beak stammer—

The sudden clamor

Of the woodpecker's hammer

At the door of Spring.

—Ethelwyn Wetherald.

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Grade VI.

An Animal Remembers it Past.
The Dog.

The dog is a bundle of instincts. Offer him the most comfortable place on the rug and he will not lie down till he has turned round two or three times; he is only reproducing, after all these ages, the movement of a wolf or a jackal lying down in the long grass.

At night, when a dog howls at the moon, we know that the wolf is speaking out, the wolf that ages of taming have not driven out of a dog. The wolf finds moonlight a good time for hunting. Beware moonlight in a wolf country. A moonlight night is the wolfe's good harvest time. Then he can see as well as we can see by day. In the winter wolves hunt in packs, and the rising of the moon is the wolfe's call to be astir after his daylight rest and hiding. He summons the members of his pack by howls. No work ever barks, and no wild dog barks; they all bark after being tamed, never before.

Well, this howl from the dog when the moon is up is the true wolf note locked in our faithful creature's throat, and never released save when that orb in the silent heavens breaks the 'fetters of civilization,' and sets free for the moment the wild strain that is in every dog. He is calling, in the accents of the Long-ago, to other dogs, wolf-kindred like himself.

The Cat.

The cat, also, is brimful of ancient instincts. Children who clamour for a kitten must make up their minds about that. We can never get rid of the tiger in the cat. Feed it all day long, and it will stroll out and kill your favorite bird.

Who has not found that tiger-like trait of the cat which persists in its indifference to the friends with whom it lives, and its lasting attachment to the home where it has lived with them? The love of a building rather than of its human occupants is instinctive in a cat. The tiger has its cave in the rocks, and goes back to it as faithfully, no matter how far it has hunted, as a homer pigeon returns to its loft, and a cat with the same instinct will slink round a deserted house until starvation threatens it, when it will hunt, run wild, and become a beast of prey. It plays on the hearth with exquisite grace and fun, but all the old feelings are there, though kept in check.

Grade VI.—History—January and February
Questions on the Work.

1. What war began in the reign of Edward III? Why was it so called?
2. Give four reasons why the English made war on France.
3. Where was the first great battle of the war fought? Who won great honor in the battle? Explain.
4. What important town fell into the hands of the English shortly after the battle mentioned in Question No. 3?
5. What happened to the King of France at the Battle of Portiers?
6. Name some effects that the Black Death had on England.
7. Give reasons for the Peasant's Revolts. What were some of the results of the rebellion?
8. What king renewed the Hundred Years' War? Why?
9. Describe the Battle of Agincourt.
10. Why did the French not drive the English out of France?
11. What were the terms of a treaty of peace made between the French and English?
12. When the French cause seemed lost, what happened that filled them with hope and finally led them to victory?
13. What war was England plunged into after the war with France?
14. What were some of the results of the Wars of the Roses?
15. What did Wm. Caxton do for the people of England?
16. We read that Henry VII was a good king. What did he do to make himself deserving of the title?
17. Name some of the important explorers in Henry VII's time.
18. Tell what explorations were made and how western Europe benefitted by them.

Grade VI.—Arithmetic

Oral for addition:

- | | | |
|---------------------------------|------------------------------------|-------------------------------------|
| (1) $\frac{1}{2} + \frac{3}{4}$ | (6) $\frac{1}{2} + \frac{1}{3}$ | (11) $1\frac{3}{4} + 2\frac{1}{2}$ |
| (2) $\frac{1}{2} + \frac{1}{3}$ | (7) $\frac{2}{3} + \frac{3}{4}$ | (12) $3\frac{2}{3} + 5\frac{2}{3}$ |
| (3) $\frac{1}{2} + \frac{1}{4}$ | (8) $2\frac{1}{2} + 5\frac{1}{4}$ | (13) $7\frac{2}{3} + 4\frac{1}{3}$ |
| (4) $\frac{1}{2} + \frac{7}{8}$ | (9) $6\frac{1}{2} + 3\frac{3}{4}$ | (14) $18\frac{1}{2} + 2\frac{1}{2}$ |
| (5) $\frac{1}{3} + \frac{1}{4}$ | (10) $8\frac{1}{2} + 7\frac{3}{4}$ | (15) $\frac{5}{8} + \frac{1}{2}$ |

- | | | |
|----------------------------------|----------------------------------|-------------------------------------|
| (16) $\frac{4}{9} + \frac{2}{4}$ | (18) $\frac{5}{9} + \frac{1}{3}$ | (20) $6\frac{1}{2} + 3\frac{3}{10}$ |
| (17) $\frac{1}{7} + \frac{1}{2}$ | (19) $\frac{1}{2} + \frac{2}{5}$ | (21) $7\frac{1}{3} + 3\frac{1}{5}$ |

Written for addition:

- (1) $\frac{7}{12} + \frac{9}{16}$
- (2) $18\frac{2}{3} + 15\frac{3}{7} + 12\frac{11}{14}$
- (3) $213\frac{7}{10} + 384\frac{2}{15} + 40\frac{11}{45}$
- (4) $4\frac{3}{7} + 5\frac{2}{3} + 16\frac{1}{2}$
- (5) $9\frac{1}{8} + 3\frac{3}{4} + 142\frac{2}{3}$
- (6) $39\frac{3}{4} + 21\frac{7}{10} + 18\frac{3}{5}$
- (7) $123\frac{7}{16} + 4\frac{2}{3} + 7\frac{1}{5}$
- (8) $49\frac{11}{16} + 82\frac{1}{5} + 83\frac{1}{16}$
- (9) $342\frac{1}{3} + 411\frac{5}{6} + 191\frac{1}{4}$
- (10) $66\frac{3}{7} + 420\frac{3}{4} + 99\frac{9}{14}$

Oral for subtraction:

- | | | |
|-----------------------------------|----------------------------------|--------------------------------------|
| (1) $\frac{1}{2} - \frac{1}{4}$ | (8) $\frac{9}{10} - \frac{1}{5}$ | (15) $18 - \frac{5}{8}$ |
| (2) $\frac{3}{4} - \frac{3}{8}$ | (9) $\frac{7}{10} - \frac{3}{5}$ | (16) $19\frac{3}{12} - 1\frac{1}{6}$ |
| (3) $\frac{7}{8} - \frac{3}{4}$ | (10) $\frac{1}{3} - \frac{1}{4}$ | (17) $14\frac{2}{5} - 3\frac{1}{3}$ |
| (4) $\frac{13}{16} - \frac{7}{8}$ | (11) $\frac{5}{6} - \frac{2}{3}$ | (18) $83\frac{7}{8} - \frac{3}{4}$ |
| (5) $\frac{5}{8} - \frac{1}{2}$ | (12) $\frac{5}{6} - \frac{1}{3}$ | (19) $12 - 1\frac{1}{2}$ |
| (6) $\frac{7}{8} - \frac{7}{16}$ | (13) $\frac{3}{4} - \frac{1}{8}$ | (20) $40 - 2\frac{5}{8}$ |
| (7) $\frac{5}{8} - \frac{5}{16}$ | (14) $14 - \frac{7}{8}$ | (21) $44 - 2\frac{1}{6}$ |

Written for subtraction:

- (1) $14\frac{15}{16} - \frac{5}{6}$
- (2) $85\frac{2}{3} - 4\frac{4}{7}$
- (3) $31\frac{1}{6} - 17\frac{11}{12}$
- (4) $43\frac{1}{5} - 28\frac{3}{10}$
- (5) $684\frac{1}{9} - 29\frac{1}{2}$
- (6) $99\frac{2}{7} - 49\frac{1}{3}$
- (7) $88\frac{1}{7} - 50\frac{1}{2}$
- (8) $90\frac{2}{5} - 70\frac{6}{5}$
- (9) $307\frac{4}{10} - 188\frac{2}{5}$

Oral for multiplication:

- | | | |
|--|---|---|
| (1) $3 \times \frac{1}{5}$ | (5) $\frac{1}{5} \times \frac{1}{6} \times \frac{1}{5}$ | (9) $1\frac{1}{3} \times 1\frac{1}{4}$ |
| (2) $\frac{2}{5} \times 4$ | (6) $\frac{2}{3} \times \frac{3}{5} \times \frac{2}{3}$ | (10) $3\frac{1}{2} \times 1\frac{1}{7}$ |
| (3) $\frac{1}{4} \times \frac{1}{4}$ | (7) $\frac{3}{5}$ of $\frac{5}{6}$ | (11) $2\frac{1}{4} \times 5\frac{1}{5}$ |
| (4) $\frac{2}{11} \times \frac{3}{11}$ | (8) $\frac{1}{4} \times 8$ | (12) $\frac{7}{30} \times 24$ |

Written for multiplication:

- (1) $\frac{2}{3}$ of $\frac{9}{14} \times \frac{35}{40}$
- (2) $\frac{9}{11} \times \frac{22}{27} \times \frac{15}{28}$
- (3) $\frac{3}{15} \times \frac{25}{25} \times \frac{12}{12} =$

Oral for division:

- | | |
|--|---|
| (1) $4 \div 4 =$ | (6) $6 \div \frac{1}{4} =$ |
| (2) $\frac{1}{2} \div \frac{1}{2} =$ | (7) $9 \div \frac{3}{5} =$ |
| (3) $\frac{3}{11} \div \frac{3}{11} =$ | (8) $\frac{5}{6} \div \frac{3}{4} =$ |
| (4) $\frac{1}{2} \div \frac{2}{2} =$ | (9) $1\frac{1}{4} \div \frac{2}{5} =$ |
| (5) $\frac{1}{2} \div \frac{5}{5} =$ | (10) $1\frac{5}{6} \div 7\frac{1}{8} =$ |

N.B. $\frac{1}{2} \div \frac{3}{4} \times \frac{5}{5} = \frac{1}{2} \times \frac{4}{3} \times \frac{5}{5} = \frac{2}{3}$
 $\frac{1}{2} \div \frac{3}{4}$ of $\frac{5}{5} = \frac{1}{2} \times \frac{4}{3} \times \frac{5}{5} = \frac{10}{6} = 1\frac{5}{3}$

Division sign controls the 'of' signs following it. Written:

- (1) $\frac{3}{5}$ of $\frac{4}{7}$ of $\frac{5}{10} =$
- (2) $1\frac{1}{3} \div \frac{5}{6} \times 2\frac{1}{2} =$
- (3) $3\frac{1}{3}$ of $\frac{3}{5}$ of $\frac{7}{7} =$
- (4) $7\frac{1}{2} \div 1\frac{3}{8}$ of $2\frac{1}{4} =$
- (5) $\frac{5}{8}$ of $\frac{4}{13} + \frac{2}{7} \times \frac{3}{10} =$
- (6) $13\frac{1}{2} \div 4 + \frac{5}{8}$ of $16\frac{1}{2} + \frac{20}{27}$ of $3\frac{3}{8} =$
- (7) $\frac{3}{5}$ of $2\frac{5}{8} + 2\frac{1}{6}$ of $14\frac{1}{5} - \frac{1}{3}$ of $5\frac{1}{7} =$
- (8) $3\frac{3}{8} + 3\frac{1}{8} + 7\frac{5}{6} =$

- (9) $(3\frac{1}{4} + 4\frac{2}{3} + 5\frac{5}{6}) - \frac{3}{9}$ of $10\frac{4}{5} =$
- (10) $(17\frac{1}{2} - 3\frac{2}{5}$ of $6\frac{1}{4}) \times \frac{1}{5}$ of $3\frac{1}{5} =$

Grade VII.—Arithmetic

(1) Express as entire decimals and add:

- | | | | |
|---------------------|---------------------|----------------------|----------------------|
| (a) $.9\frac{1}{2}$ | (b) $.3\frac{3}{8}$ | (c) $.22\frac{1}{5}$ | (d) $3.1\frac{1}{4}$ |
| $.7\frac{1}{4}$ | $.05\frac{1}{4}$ | $.395\frac{1}{2}$ | $.31\frac{1}{4}$ |
| $.6\frac{1}{8}$ | $.00\frac{1}{8}$ | $\frac{3}{4}$ | $.031\frac{1}{4}$ |
| $.8\frac{3}{4}$ | $.07\frac{1}{8}$ | $.245\frac{1}{8}$ | $.37\frac{1}{8}$ |
| $.13\frac{1}{2}$ | $.0\frac{7}{8}$ | $.0\frac{3}{4}$ | $4.37\frac{1}{5}$ |
| $.29\frac{1}{4}$ | $.00\frac{1}{2}$ | $.040\frac{1}{2}$ | $.062\frac{3}{4}$ |
| $.35\frac{1}{8}$ | $.30\frac{1}{4}$ | $.010\frac{3}{4}$ | $1.284\frac{3}{8}$ |
| $.81\frac{3}{4}$ | $.03\frac{1}{2}$ | $.805\frac{1}{8}$ | $7.56\frac{1}{4}$ |

2 (a) Find the difference between .0245 and 6.

(b) How much is 1 greater than .986345?

(c) How much is 35.4689 less than 50.5?

3 (a) What is the effect on a number if the decimal point is moved two places to the right? Three places to the left? One place to the right? Five places to the left?

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1922.....	3,920,359	229,725	123,938	143,787	11,422
1924.....	5,754,629	400,866	312,463	195,791	15,181
1926.....	6,790,998	611,909	519,862	252,492	28,681
1927.....	9,044,361	767,309	672,091	323,815	40,102

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(b) Multiply:

- (1) .999 by 1000.
- (2) 30.04 by 3.400.
- (3) 93.50 by 78.92.

Oral—

4 One factor has three decimal places, the other four. How many has the product?

5 The product has four decimal places, the multiplicand one. How many has the multiplier?

Division of Decimals:

4. (a) The quotient and divisor are factors of what?
- (b) The dividend is what of the divisor and quotient?
- (c) When the factors are given, how may the number of decimal places in the product be found?
- (d) When the product and one factor are known, how may the number of decimal places in the other factor be found?
- (e) Divide—
 - (1) .046575 by .000075.
 - (2) 9648 into 873.1440.
 - (3) 111.34 by 293.
 - (4) The product of three numbers is 18.902. Two of the numbers are .02 and 130. Find the other.

5. Cancel:

- (a)
$$\frac{.63 \times 14.4 \times .056 \times .55}{.09 \times 1.32 \times 35 \times 1.6}$$
- (b)
$$\frac{75 \times .57 \times .042 \times 6.9}{2.6 \times .125 \times .19 \times 4.6}$$
- (c)
$$\frac{.005 \times 87 \times 6.5 \times 10.8}{25 \times 1.16 \times .72 \times 9.1}$$
- (d)
$$\frac{.135 \times 16.2 \times 54 \times 1.89}{171 \times 1.26 \times 15.3 \times 2.07}$$

Grade VII.—Project—Japan

PROBLEM—

What has enabled Japan to become one of the world's powers?

PURPOSE—

- (1) To give a knowledge of the life and progress of the Japanese people.
- (2) To show the cause of this progress.
- (3) To train pupils to take the initiative.

PREPARATION—

Have pupils collect pictures. Arrange them somewhat as follows:

- (1) Surface features.
- (2) People.
- (3) Home and street scenes.
- (4) Industries.
- (5) Old Japan.
- (6) New Japan.

LOCATION—

- (1) How does the latitude of Japan compare with Alberta? With Great Britain?
- (2) Near what mainland is Japan located?
- (3) Has the location contributed to Japan's power?
- (4) Has nearness to the continent any advantage?
- (5) Has her position on the sea route between Asia and America any significance?
- (6) Why does Japan claim the need of a large navy?
- (7) Is commerce necessary if a nation is to become great?

SIZE AND POPULATION—

- (1) How does the size of Japan compare with Alberta? With Canada? With the British Isles?
- (2) How does the population of Japan compare with Alberta? With Canada? With France?
- (3) What can you say of the density of the population of Japan as compared with Alberta? With Canada? With European countries?

SURFACE FEATURES AND COASTLINE—

- (1) What proportion of Japan is level land?
- (2) Are the rivers navigable? Do they provide much water power?
- (3) If a small amount of ground must supply food for a very large population; what must be the method of farming?
- (4) What other industry do you think might develop successfully in Japan?

CLIMATE, RAINFALL AND PRODUCTS—

- (1) Why do you think Japan has a variety of climate?
- (2) Why does Japan have a milder climate than corresponding latitudes in Europe?
- (3) What are the most important food crops of Japan?
- (4) The most important export?

PEOPLE—

- (1) What are some of the characteristics of the Japanese?
- (2) What are the religions of Japan?

COMMERCIAL—

- (1) What minerals which China has in abundance does Japan need as a manufacturing country?
- (2) What are the chief exports and imports of Japan?
- (3) Is Japan a country with which Canada might carry on a profitable exchange of goods?

SUMMARY—

Japan has become one of the world's powers because:

- (1) Her position favors commerce.
 - (a) Insular position makes it easy for her to use the sea.
 - (b) In direct trade route between America and Asia.
 - (c) Easy access to Asia.
- (2) Makes use of her natural resources:
 - (a) By means of intensive farming.
 - (b) Maintains productivity of soil.
 - (c) Reclaims waste land and irrigates.
 - (d) Establishes manufacturing plants.
- (3) Through contact with western civilization:
 - (a) Quick to grasp new ideas and to imitate.
 - (b) Studies foreign markets.
 - (c) Subsidizes steamship lines.
- (4) Education:
 - (a) Sends students to foreign lands.
 - (b) Encourages special training schools.
 - (c) Great proportion (98%) of children attend school.
 - (d) Bureaus for research.

(5) The government and leading financiers are wide awake, patriotic, and willing to do anything and everything to increase the power and prestige of Japan. Her statesmen and diplomats have proven themselves astute and with a breadth of vision that is astounding when there is taken into consideration the fact that modern Japan has only been in existence about seventy years.

N.B.—Those who have heard Dr. Tory's lecture 'Impressions of Japan,' will have practically all the information required for this temperature. Others would be well advised to procure a daily paper containing an account of that lecture. Medicine Hat News, Friday, February 17th. Calgary papers, Friday, February 17th.

Grade VIII.—Literature—The Four-Horse Race

- (1) From which longer story is this selection taken?
- (2) By whom was that book written?
- (3) Tell three interesting facts about the author.
- (4) Where did the four-horse race take place?
- (5) Account for the presence of the miners and lumbermen.
- (6) Contrast the gathering that witnessed the sports on that Christmas Day with the one at the Banff Winter Carnival of to-day. Account for the change.
- (7) Describe the course on which the race was to be run? Why do you think it was to begin and end on the ice? Describe the hazards. What rules were to be observed? Why so few?
- (8) Who were Nixon, Craig, Sandy, Baptiste?
- (9) How many teams entered the race? Describe each team. How were they to be hitched together? Were they arranged in the same way in the chariot race in Ben Hur? Why the difference?
- (10) Why was the citizens' team at a disadvantage from the beginning?
- (11) What actions on Baptiste's part contributed to the speed of the bronchos? Do you think he was out to win from the start? Why?
- (12) Do you think the race was fairly won? Give reasons.
- (13) Do you think the best team won? Explain.

Literature
Baldur Dead

Meter—Iambic pentameter—blank verse.

Arnold generally uses this form of verse. The material is procured from the Eddas, the chief mythological records of the Norse. Read carefully the note on the Creation in text.

The poem is objective, yet as in Sohrob and Rustum, Arnold's own views are put in the mouths of two of the main characters at the end of the poems—opposition to war and strife.

It must be carefully remembered that the gods and goddesses are personifications of the various forces of nature.

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"I saw your name in the A.T.A."

The poem is a very serious one. There is not a line but what is of a serious nature—nothing but intense earnestness throughout. This is characteristic of Arnold.

The start is with Bálðer lying dead and great grief as a result. He is killed unintentionally. Bálðer represents sunlight, spring and gladness. He is killed by Höder who represents the darkness and stupidity of winter. He does not intend to kill summer and gladness, but does it. In connection with this he is more intent upon bringing the gladness of spring back than he would understand winter to be—much more concerned.

Note how Orin directs the gods when he finds it necessary to do so.

An analysis of his first speech to the gods is as follows:

(1) To refrain from weeping, (2) that he had the greater cause for weeping, (3) that Bálðer was doomed from his birth to die, (4) that all the gods must meet their doom, (5) he will punish Lok, (6) they, the gods, are to collect wood and burn Bálðer in keeping with the common rite—"For that is what the dead desire."

Odin then leaves the gods and goes Lid'-ski-alf and looks over the world. The gods go to the tables and eat flesh of Serinner the boar.

According to the myths, Serinner could be feasted upon—cooked and eaten and become whole again at night.

In the meantime, we have Höder's journey to Fen-Sal-er, Frea's home. He is in great remorse and is going to make an effort to remedy things. He appears to know that Bálðer is doomed to go to Hela's realm and is prepared to take his place if this would bring Bálðer back.

Freia tells him of the only possible chance of getting Bálðer back and the first one he meets upon his return to Asgard is to go to Hela and entreat her to give Bálðer back. This task falls to the lot of Hermod. Freia has given full instructions as to the road and will direct the messenger.

While Höder is on his mission, the gods take Bálðer to Bried-ab-lik, his home and they each go to his own home for the night.

In the night Bálðer's spirit comes to Nanna, his wife, and talks to her, note the substance of this talk—the beautiful nature of the god. He does not want her to suffer. Note his description of those who are in Hela's realm and memorize: "For of the race of gods.....spent by sickness or obscure decay."

If this is the view the Norse had of those who would go to the lower world one cannot wonder at their being spoken of as "Brave sea rovers who never feared the face of man."

In the early morning Hermod sets out on Sleipner for Hela's realm—a trip of eleven or twelve days—a dreary road and not many stopping places. While he is on this mission the gods are busy gathering wood to burn Bálðer.

Note that in addition to the gods, there are in Asgard Heroes. These have been selected by the Valkyrie, "Chosers of the Slain" from among the bravest warriors on earth, who have been killed in battle and are brought home to Odin, who keeps them in good training for the day when he will require them to aid him against Lok and his three mighty children, "Femis the wolfe, the serpent huge and me (Hela)" aided by a race of Giants. These heroes can cut each other to pieces but like the boar Serinner be perfect again each day.

Note the gathering of the wood by the gods

In the meantime Hermod reaches Hela's realm and:

"So around Hermod.....to hide their shameful memories from men." Memorize the above. It is a little fuller description than that given by Bálðer and gives the degrees of the inhabitants.

Hermod holds conversation with Hela and she does most of the talking, giving him some family history. She refers to the punishment meted out by Odin to her and her two brothers and also to the punishment to be given to her father Lok (this is sometimes spelled Loke and Loki and pronounced with two syllables Lok'é). Lok was caught while in the disguise of a salmon fish and was given the punishment spoken of by Hela.

Hela tells Hermod how Bálðer may be recovered: "Shew her.....Bálðer back" memorize this passage. Hermod talks with Bálðer and returns.

Hermod returns to where the gods are at the sea shore and delivers his message. Odin decides to proceed with the burning ceremony and to consider the terms afterwards.

Note carefully the ceremony:

(1) With Odin at the head they all march three times around the corpse weeping.

(2) Four representatives speak in his praise.

(a) Odin—His speech is short and refers to the coming conflict with the enemy.

(b) Thor—In his chariot drawn by his two goats—He

speaks of Bálðer as the Peacemaker and we learn that there are brawls among the gods.

(c) Freya—The Goddess of Love—she loves spring, music and flowers. She is lamenting poor Odes (see notes). She describes Bálðer as being kind and sympathetic.

(d) Regner—Chief of the Heroes. To him Bálðer is the buoyant god who cheers the unhappy. Summing up we have:

(1) Bálðer the wise counsellor.

(2) Bálðer the peacemaker.

(3) Bálðer the sympathetic.

(4) Bálðer the buoyant who cheers up.

Odin then orders the burning to proceed.

Note carefully the description.

What was burned, etc.

This ends the 12th day.

On the morn of the 13th day Odin with the other gods repair to the ash Ig'-drasil to hold council concerning Hela's terms.

Odin states that if the terms are accepted they are bound to abide by them and that it is possible that Bálðer may not be returned to them even though all things should weep as there may be hidden fraud. He brings up the idea of invading Hela's realm and taking Bálðer away by force. The gods are all in favor but Freia sets them right and they take her advice to accept Hela's terms.

They at once proceed to the task of getting everything to weep. Things were looking bright but Lok again defeats them and their efforts are of no avail.

Hermod makes a second trip to Hela's realm and meets Höder's ghost. He rebukes it, but when Höder tells of Bálðer's forgiving nature, Hermod's heart softens.

Bálðer and Nanna then join them and there is much feeling in the reunion and in the parting.

Bálðer foretells the destruction of the gods and of Asgard by Lok and his followers, also, that another more peaceful and delightful heaven will be the future home of the gods and that he and Höder will join them there.

In these last words of Bálðer, Arnold's views on strife and war are given: "For I am.....the happier day."

Note the beautiful character of Bálðer throughout. He is no warrior and like the other non-fighters must go to Hela's realm.

Igdrasil—also spelled Yggdrasil. The mighty ash tree that sprang from Ymis's body—the earth—and was supposed to support the whole universe. It had three immense roots, one extending into Asgard, one into the abode of the Giants and one into Nifflum. Besides each of these roots is a spring from which it is watered, the root extending into Asgard is carefully attended by the three Noons-Goddesses who dispense fate—Udur (the past), Verdandi (the present) and Skulda (the future), "the youngest." Under the tree lies Ymir and earthquakes are caused when he tries to shake off the weight of the tree.

Humdall is the watchman of the gods and takes up his watch to warn should the giants attempt to cross the bridge Bifrost.

He sees equally well by day or by night; requires less sleep than a bird, can see a hundred miles in any direction and his sense of hearing is so acute that he can hear the grass grow and the wool on a sheep's back.

Lok (Loki, Loke) is the contriver of all fraud and mischief. He is very handsome and of fine build but is fickle and of evil mood. He is one of the race of giants but he has forced himself by trickery into the company of the gods, after getting the gods into difficulties he would tricate them by cunning wit and skill. He so angered Odin that it was decided to punish him, but he sought to evade capture by taking the form of a fish in the water. His capture was effected however, and he was given the punishment mentioned by Hela.

Note (1) The extreme seriousness and earnestness throughout.

(2) The honesty of all with the exception of Lok and though retributive in spirit, there is some character even in him. He does not keep his feelings of opposition hidden.

(3) The action—there are no idlers but all are active—there is a spirit of continued action throughout. We may expect these qualities to be in the Norsemen of the time.

(4) Like the Greek or Roman gods, the gods of the Norse were subject to human weaknesses and frailties. Note this in the death of Bálðer, the despondency and grief of Höder, the feelings of Hermod towards Lok and his brother.

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A Toronto teacher was docked half a day's pay recently because he was summoned to court as a witness of an automobile accident. In commenting on the incident, the *Toronto Star* says: "One trustee used school board motor cars to the extent of 100 hours (of which 71 were overtime) during December alone; another 88 hours; another 71 hours—and so on to the extent of 1,410 hours in that month. There is money for chauffeurs and gas, but none for a teacher who was called away from duty through no fault of his own."

—Calgary Albertan.

Examination Ideas

M. I. G.

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TEACHERS OF LETHBRIDGE AND DISTRICT MEET

SEVENTY-FIVE teachers of Lethbridge and district met Saturday evening, February 11th, in the L.Y.P.C.A. on the occasion of the second annual A.T.A. dinner. The dinner served in the usual excellent style of Mrs. D. McLean, of the L.Y.P.C.A., was followed by an interesting programme which included addresses by Rev. N. F. Priestley of Coaldale, Superintendent of School A. J. Watson, and Inspector J. Morgan.

W. S. Brodie, chairman of the district committee of the Alberta Teachers' Alliance, acted as chairman of the gathering, in his introductory remarks referring to the fact that the Alliance now has reached a greater numerical strength than at any previous time in its history. He referred to the wide influence of the organization which has a definite educational policy which includes working for a pensions plan, co-operation with the authorities in planning for advanced training of teachers, larger or county units for school administration, and numerous amendments which are being urged with regard to school law.

The programme included general singing with C. G. Edwards at the piano; game "artistic modelling" conducted by George McKillop, the prize going to Miss H. McDiarmid; piano solo, one of Chopin's Etudes by C. G. Edwards; violin solo by R. E. Peterson, accompanied by Mrs. Bessie Hughes, both of Coaldale; solo by Miss Margaret Flinn; reading, "The Lovers' Scene from Miles Standish", by Mrs. J. McAlpine of Diamond City; piano solo by Miss Winifred Cole of Diamond City; and piano duet by Miss Edna Bernard of Coalhurst and Miss Frances Bernard, Lethbridge. All these numbers were very acceptable and excellently rendered.

Superintendent Watson after quoting several striking statements from examination papers including, "The United States lies in the temperance zone" and "an average is what hens lay eggs on", spoke very definitely on matters which have interested and should interest professional organizations and teachers. He stated that there are many evidences that the teachers of this district are loyal to their organization as well as exercising considerable influence on its policies. The chief emphasis of the work was at first to secure recognition from educational authorities, and now that this has been accorded to such bodies not only in Alberta but throughout Canada, it devolves upon the teachers who should be the natural leaders in education to support policies such as definite effort toward educational research and improvement of the technique of teaching in the province. Mr. Watson instanced the work of Professor (formerly Inspector) Lazerte in his investigations in primary class-rooms, carried on for a period of five years in Garneau School, Edmonton, the results of which are being now given in part in the A.T.A. Magazine. The speaker referred to the financial and legal benefits which have followed the organization of the Alliance. He outlined the advantages which will be rendered to rural schools by the establishment of a larger unit of school administration as foreshadowed in the recent address of the Minister of Education to the provincial Trustees' Association. Such a change has been consistently advocated for years by the Alliance. Referring to the Teachers' Help Department of the A.T.A. Magazine, the speaker stated that an opportunity is given in this section for the individual teacher, by contributions, to assist in raising the standard of teaching in the province by passing on

methods and material found ineffective by experience. In conclusion Mr. Watson stated that Lethbridge will become just as important an educational centre as the teaching group there strive to make it. Instances of the fine group spirit prevailing were found in the production of Lethbridge issues of the A.T.A. Magazine and in the fine local conventions. Mr. Watson counselled a continuance of the spirit of harmony and co-operation.

Inspector Morgan expressed his appreciation of the co-operation and assistance which he has received from the officers and members of the Alliance and Teachers' Associations and announced that the annual inspection of public school rooms in Lethbridge will commence early this week. Mr. Morgan will be assisted in the work of inspection by Inspectors J. Fife of Edmonton, R. H. Liggett of Olds, and C. C. Bremner of Macleod. The inspectors wish to encourage and assist the teachers in their efforts towards complete efficiency.

Rev. Norman F. Priestley, after recalling a period when he and Mr. Brodie were engaged in their respective lines of work in Wainwright, stated that he would leave the mechanics of education to the members of the profession, but would endeavor to dwell on the ethical aims of education. State systems of education are a modern development. Only a short time ago education was not free to pupils or parents. Now we find 140,000 pupils in the schools of Alberta at an annual cost to the public of over \$8,000,000. The cost of education may also be calculated in human values as for example in deferred labor of teen-age boys and girls. We can agree as to the cost, but are we agreed on the aims of education?

There are many divergent views as to these aims. Some still hold that education should not be for all the children of all the people, but for a favored few. Many believe that school training should be wholly pre-vocational. Certain groups favor the abolition of the "humanities" from our courses. Research is valuable but the mind-measurement specialist may through emphasis on norms, graphs and quotients lose sight of the ethical values of education. There can be too much cramming of facts, and figures can become too much of a fetish.

Education should be a process of leading out or developing the finer faculties of mind and character. Too great precocity should not be developed as this may tend toward perception without understanding. The importance of the teaching profession may be realized when one considers that the teacher has the child in charge most of his waking hours for a period of from eight to twelve of the most formative years.

Mr. Priestley supported as praiseworthy influences such as professional organizations of teachers which will increase the pride of members in the profession, which will make for permanence in the teaching body, and which will develop the best educational policies.

Mr. Brodie at the conclusion of the programme heartily thanked the speakers of the evening and those who had so kindly contributed to the programme. The district committee under whose auspices the gathering was held includes also H. H. Bruce and P. J. Collins, Lethbridge, Miss Teresa Thomas, Hardieville School, George Watson, Coaldale and Cecil G. Hicks, Coalhurst. In addition to teachers from Lethbridge there were present visitors from Coaldale, Coalhurst, Diamond City, Picture Butte, Monarch and from rural schools in the district.



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